

Report of
A SURVEY OF FRANCES SHIMER COLLEGE
Mount Carroll, Illinois

By a staff consisting of:

John Dale Russell, Director
of the Survey

Russell A. Elmquist

Donald M. Mackenzie

James W. Reynolds

L. Albert Wilson

The Department of Education
The University of Chicago

July, 1944

1467836
FRANCES SHIMER COLLEGE SURVEY

FOREWORD

This survey of Frances Shimer College was undertaken at the request of a committee of the Board of Trustees, which had been specifically appointed for the purpose of arranging for a survey. Early in the academic year 1943-44 the committee of the Board invited the Department of Education of the University of Chicago to undertake the survey. Because of commitments of the Departmental staff, the survey could not be begun at once, but in the spring of 1944 the Department of Education assigned one of its members, Professor John Dale Russell, to the direction of this survey of Frances Shimer College.

The staff for the survey, selected by Mr. Russell to assist him in the work, consisted of four men who were at the time graduate students in the Department of Education. Each of the assisting members of the survey staff had had considerable experience in educational institutions, as well as advanced study in the field of higher education. These additional members of the survey staff were as follows:

Russell A. Elmquist, formerly Business Manager of Chicago Musical College;

Donald M. Mackenzie, formerly Director of Student Personnel at Dakota Wesleyan University, and at present Technician for the office of the Secretary of the Commission on Colleges and Universities of the North Central Association;

James W. Reynolds, formerly Dean of the Fort Smith (Arkansas) Junior College;

L. Albert Wilson, formerly Acting President of Wayland Junior College (Wisconsin).

The members of the survey staff visited Frances Shimer College in a group on May 15 and 16, 1944. Mr. Elmquist made a second trip to the institution for additional information a short time later.

221326

Prior to the visit of the survey staff the faculty members and executive officers of the College had filled out extensive data schedules which furnished information on which the survey findings were based.

The Director of the Survey assumes responsibility for the report which is presented herewith, although all the members of the survey staff have read the entire report and are in agreement with its findings and recommendations. The various members of the survey staff were assigned to special phases of the investigation, and they prepared first drafts of the sections of the survey report covering those topics. These assignments, outlined in terms of the chapters in the survey report to which they relate, are as follows:

Chapter I, Clientele and Purposes, Mr. Wilson;

Chapter II, Curriculum, Mr. Reynolds;

Chapter III, Faculty, Mr. Reynolds;

Chapter IV, Music, Mr. Elmquist;

Chapter VI, Student Personnel Service, Mr. Elmquist, with the exception of the section on Religious Life, which was assigned to Mr. Wilson;

Chapter VIII, Administration, Mr. Mackenzie.

Mr. Mackenzie was also responsible for computing the data for Frances Shimer College in terms of the North Central Association norms.

The members of the survey staff wish to record their appreciation for the courtesy shown them during the conduct of the investigation. The members of the College staff without exception co-operated to the fullest extent. Every item of information that was requested was supplied promptly. The burden of supplying this information fell quite heavily on certain of the officers of the College, but in all cases the information schedules were carefully and accurately filled

out, and the survey staff was given all the information it requested. One of the interesting findings was the amount of work done by the College staff in anticipation of the survey and in a preliminary self-analysis of the problems of the institution. A continuation of this type of activity, based on the more comprehensive foundation of the survey report itself, should go far toward solving the problems of the College.

The report of the survey is presented with the hope that it will be of assistance in improving the service of the College as plans are made for future development.

For the survey staff,
John Dale Russell, Director
July, 1944

TABLE OF CONTENTS

Foreword	i
Table of Contents	iv
List of Tables	vi
Chapter I. Clientele and Purposes	1
Areas from Which Students are Drawn	
Home Backgrounds of Students	
Trends of Enrolment	
Retention of Students	
Relationship to Baptist Constituency	
The Aims and Purposes of the College	
The Problem of the Single-Sex Institution	
Limitations on Enrolment	
Chapter II. Curriculum	23
Relation to Aims and Objectives	
Curriculum Content	
Curriculum Organization	
Student Scholarship	
Marks and Examinations	
Chapter III. Faculty	54
Faculty Competence	
Faculty Organization	
Class Size and Teaching Loads	
Recruitment, Appointment, and Induction of Faculty Members	
Aids to Growth	
Faculty Welfare	
Faculty Salaries and Size of Staff	
Chapter IV. Music	75
Purposes	
Enrolment in Music	
Curriculum and Methods of Instruction	
Library	
Physical Plant and Equipment	
Summary	
Chapter V. The Library	93
Building and Equipment	
Books and Periodicals	
The Library Staff	
The Financing of the Library	
Use of the Library	

Frances Shiner College Survey

7

Chapter VI. Student Personnel Service

Student Recruitment
Admission
Orientation
Student Records
Counseling Program and Procedures
Extra-Curriculum Activities
Religious Life
Financial Aids to Students
Health Service
Housing and Boarding
Discipline
Placement
Conclusion

Chapter VII. Finance and Business Management

Budgetary Procedure
Financial Accounting
Purchasing
Organization for Business Management
Investments

Chapter VIII. Administration

General Control
Internal Administration
A Suggested Plan of Administrative
Organization

Chapter IX. Physical Plant

Chapter X. Summary of Conclusions and Recommendations

LIST OF TABLES

<u>Table Number</u>	<u>Title</u>	<u>Page</u>
1	Geographical Distribution of Enrolments	I-2a 3
2	Home Situation of Students at Frances Shimer College in 1943-44	I-3 4
3	Certificates of Graduation Granted at Frances Shimer College	I-4 6
4	Denominational Affiliations of Students	I-7 9
5	Courses Duplicated between Lower and Upper Divisions at Frances Shimer College	II-12 41
6	Status of Frances Shimer College on Criteria of Faculty Competence	III-2 56
7	Number and Percentage of Classes in Each Size-Group for Each Level of Instruction at Frances Shimer College	III-9 62
8	Courses to be Taught in Six Fields at Frances Shimer College	III-16 69-70
9	Suggested Faculty Salary Schedule for Frances Shimer College	III-20 73

LIST OF FIGURES

<u>Figure Number</u>	<u>Title</u>	<u>Page</u>
I.	Frances Shimer enrolment, 1918-19 to 1943-44, and average enrolment of privately controlled junior colleges in the North Central Association, 1918-19 to 1933-34	I-3a 5
II.	Composite of course records of twenty-four Frances Shimer graduates in seven fields of study	II-7a 30
III.	Course record of graduate "A"	II-7b 31
IV.	Course record of graduate "B"	II-7c 32
V.	Course record of graduate "C"	II-7d 33
VI.	Course record of graduate "D"	II-7e 34
VII.	Course record of graduate "E"	II-7f 35
VIII.	Course record of graduate "F"	II-7g 36
IX.	Suggested plan of administrative organization for Frances Shimer College	VIII-28 168

Chapter I

CLIENTELE AND PURPOSES

Frances Shimer College was originally established in 1853 as a seminary for young women. The institution bears the name of the foundress who guided its destinies as chief administrative officer for forty-three years. In 1896 Mrs. Shimer transferred the control of the institution to a corporation created for that purpose, and at that time the legal name of the institution became "The Frances Shimer Academy, of the University of Chicago." The corporation still operates under articles of incorporation issued in 1896, with a self-perpetuating board of trustees. Instead of the legal title indicated above, the institution is generally known as Frances Shimer College, and will be so referred to throughout this survey report.

The legal title of the institution bears witness to the fact that at the time of the reorganization in 1896 it was one of the "affiliations" of the University of Chicago, encouraged by President William Rainey Harper. This tradition of a relationship to the University of Chicago has been maintained to the present, though not with the precise type of organic connection anticipated in the plan of "University affiliations." Many of the members of the board of trustees of Frances Shimer are people connected in some way with the University of Chicago. The President and the Assistant Treasurer at present in office are both former staff members of the University of Chicago. Several faculty members have been students or instructors at the University of Chicago. It should be clear, however, that the University of Chicago as such does not own or operate Frances Shimer College or have anything officially to do with the institution.

From its beginning Frances Shimer has been an institution for young women. The program has been extended into the junior college level and at present a six-year curriculum is offered, beginning with the ninth grade and extending through the fourteenth grade. The first two years, the ninth and tenth grades, are organized as a preparatory school. Grades eleven to fourteen inclusive are organized as a four-year junior college. Graduation exercises are held for students completing the twelfth grade, the usual point of completing high school. Very few students who complete the twelfth grade at Frances Shimer return for the work of the thirteenth grade there.

Frances Shimer College is located in Mount Carroll, Illinois, the county seat of Carroll County, in the northwest section of the state. Mt. Carroll is a community of 2,000, attractively situated within ten miles of the Mississippi River. Carroll County has a population of 18,000.

Mt. Carroll is located on the Chicago, Milwaukee, St. Paul and Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is ten miles from Savanna, a main line stop on the Burlington Railway. Davenport, Rock Island, and Moline are fifty-eight miles southwest. Galesburg, Peoria, Rockford, Freeport, Dubuque, and Cedar Rapids are urban centers within a hundred-mile radius. There are no colleges within twenty-five miles of Frances Shimer.

Areas from Which Students are Drawn

Illinois and adjacent states furnish a large part of the student body of Frances Shimer College but the clientele is not limited to that geographic area. Table 1 shows the geographical distribution of the student body for 1942-43, and for the eleven-year period from 1932-33 to 1942-43 inclusive. Of the 71 Illinois students

Frances Shimer College Survey

2a

Table 1

Geographical Distribution of Enrolments at Frances Shimer College in 1942-43 and for Period from 1932-33 to 1942-43

State	1942-43	1932-33 to 1942-43	
		Number	Percentage
Illinois	71	641	42.2
Iowa	12	201	13.2
Michigan	20	104	6.9
Wisconsin	14	87	5.7
California	1	81	5.3
Indiana	1	54	3.6
Minnesota	0	48	3.2
Nebraska	1	34	2.2
New York	0	31	2.0
All others	13	239	15.7
Totals	133	1520	100.0

in 1942-43, only four came from Carroll County; these were residents of Mt. Carroll. The Chicago area furnished most of the Illinois students. Over the eleven-year period, relatively distant states, such as Michigan, California, Nebraska, and New York supplied an unusual number of students. The presence of strong alumnae organizations in some of these areas, and the advertising program of the College are probably the reasons for this source of students.

Home Backgrounds of Students

At least 42 per cent of the students at Frances Shimer College come from broken homes. Table 2 shows the percentage of students coming from various types of homes in 1943-44.

Table 2

Home Situation of Students at Frances Shimer College
in 1943-44

<u>Type of Home</u>	<u>Percentage of Students</u>
Broken homes:	
by death	32
by divorce	7
by military service	<u>3</u>
total broken homes	42
Both parents living at same address	<u>58</u>
Total	100

The fact that both parents are living at the same address is no indication of the home situation, except that a home does exist. The high percentage of students from broken homes has great significance, not only for the curriculum but especially for the

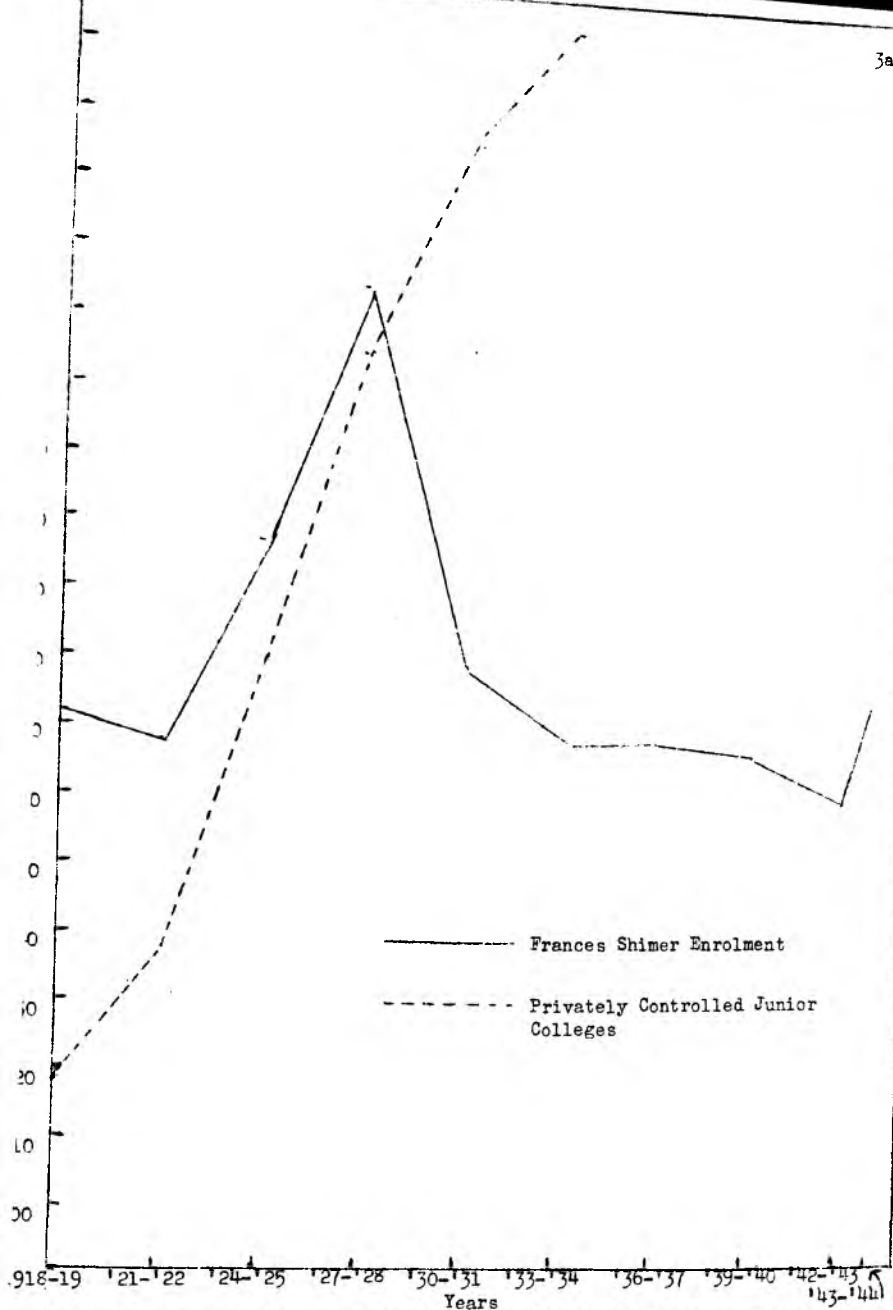


Figure I. Frances Shimer enrolment, 1918-19 to 1943-44, and average enrolment of privately controlled junior colleges in the North Central Association, 1918-19 to 1933-34.

student personnel services of the Colleges.

Trends of Enrolment

Figure I shows the enrolment trend for Frances Shimer College from 1918-19 through 1942-43 at three-year intervals, and for 1943-44. For comparative purposes the average enrolment of privately controlled junior colleges in the North Central Association territory is also shown for the years through 1933-34, the latest period for which such data are available. Figure I shows that, probably because of its early organization as a four-year junior college, Frances Shimer had an initial advantage and maintained an enrolment larger than the average for private junior colleges up to 1927-28. The number of students at Frances Shimer, however, dropped markedly just as the greatest general advance was being made in average size of enrolment at private junior colleges.

Table 3 indicates the number of certificates of graduation granted at three-year intervals during the period 1918-19 to 1942-43. The College grants certificates upon completion of the usual high-school curriculum at the end of the twelfth grade, as well as diplomas indicating the completion of the fourteenth grade.

Table 3
Certificates of Graduation
Granted at Frances Shimer College

Year	12th Gr.	14th Gr.	Total
1918-19	9	9	18
1921-22	26	16	42
1924-25	26	21	47
1927-28	23	35	58
1930-31	17	30	47
1933-34	17	15	32
1936-37	25	26	51
1939-40	23	29	52
1942-43	32	27	59

The number of graduates each year is approximately one-third of the total enrolment of the institution. In other words, about one student in every three at Frances Shimer in a given year reaches a natural termination point for her connection with the institution. It might be argued that graduation from the twelfth grade is not a natural termination point, for many such students should be expected to continue into the thirteenth and fourteenth grade. That there is almost no carry-over of students from the twelfth to the thirteenth grade is indicated by the fact that only two students who finished the twelfth grade in June of 1943 returned for the work of the thirteenth grade the following autumn.

Retention of Students

The enrolment situation for 1939-40 may be used for an analysis of the retention of students because all the necessary data are available for that year. The enrolment in 1939-40 was 169. At the end of that year 29 received a certificate of graduation from the fourteenth grade, and hence could not be expected to return the following autumn. In September of 1940 old students to the number of 76 returned. This means that 64 did not return who might have done so, a loss of 46 per cent.

Of the 63 College freshmen (thirteenth grade students) enrolled in 1942 only 25 (40 per cent) returned for the work of the next year. Twenty-four (38 per cent) transferred to other institutions. Fourteen (22 per cent) discontinued their education. Of the 24 who transferred, 14 enrolled in four-year co-educational colleges, 4 in junior colleges, 3 in normal schools or teachers colleges, and 3 entered nurse's training. In other words Frances Shimer College lost three-eighths (38 per cent) of its college freshmen to other educational institutions at

the end of one year's attendance, and almost one-fourth (22 per cent) stopped school after attending one year.

Another type of analysis concerns the percentage of the entire student body who are new to the institution each year. In 1939-40 the percentage was 63, in 1940-41 it was 59, and in 1941-42 it was 62. Between 1933-34 and 1943-44 the new students in the enrolment averaged 62 per cent. It appears that very few students remain at Frances Shimer for more than two years, regardless of the level at which they enter.

The large turn-over in the student registration is a matter for serious concern. It places unusual strain on the recruiting activities, if the enrolment is to be kept up to capacity without the normal number of returning old students. The building of a curriculum based on an orderly progression in subject-matter becomes difficult or impossible. The problems of orienting new students are multiplied, and an effective program of student personnel services is difficult to maintain. Extra-curriculum activities which gain from continued development of individual proficiencies and integrated team-work, such as ensemble work in music, or gymnastics, or dramatics, are likely to suffer because of the limited experience of most of the students in the organization. All these situations call for careful study of the reasons for the unusual turnover in students and for measures to obtain, if possible, a greater degree of persistence.

Relationship to Baptist Constituency

According to the charter of "The Frances Shimer Academy, of the University of Chicago", the institution is Baptist in control. The polity of the Baptist denomination is congregational. There is no ecclesiastical authority which can ever be exercised over a par-

ticular church, board, agency, or institution. Cooperation in denominational activities is entirely voluntary. This is important in the understanding of the College's affiliation with the denomination and its cooperative activities with other schools, churches, and agencies.

The Baptist nature of the College was provided for in the original charter. "At all times two-thirds of the trustees and also the Principal of the Academy or Preparatory School shall be members of regular Baptist Churches." This was made "forever unalterable" by the solicitation of funds upon such a condition. Frances Shimer College is Baptist "unalterably" through a church membership of its Board members, but it is to be remembered that it is not subject to ecclesiastical control, supervision, or interference, nor does it have any "right" to denominational funds for support.

Table 4 presents the religious affiliation of students of the last five years. Baptists rank sixth among the various denominations in the student body for the period. Presbyterians, Methodists, Congregationalists, Episcopalians and Christian Scientists outrank Baptists in that order. In 1941-42 the Baptists constituted only 6 per cent of the student body. At no other time was the group larger than 5 per cent.

Table 4

Denominational Affiliation of Students

Denomination	Number of Students					Rank for the Period
	1938-39	1939-40	1940-41	1941-42	1942-43	
Baptist	7	11	11	4	7	6
Catholic	6	4	3	3	8	9
Congregational	17	17	20	17	23	3
Christian Science	10	15	11	11	6	5
Episcopalian	16	23	24	14	18	4
Jewish	9	10	16	15	18	7
Lutheran	17	8	9	9	8	8
Methodist	20	17	20	24	24	2
Presbyterian	24	24	23	18	29	1

The very small percentage of the students at Frances Shimer which are drawn from the affiliated church group contrasts sharply with the situation found in the survey of the four-year colleges affiliated with the Methodist Episcopal church in 1930. The median institution of the Methodist group had 54 per cent of its students drawn from the Methodist membership. No college in that group had less than 33 per cent of its students from Methodist membership.¹

It may be that the organization and function of Frances Shimer as an academy as well as a junior college is partly responsible for the extremely small percentage of Baptist students. It is not unusual, however, to find similar situations in the four-year Baptist colleges, such as Denison, Bucknell, Kalamazoo, Hillsdale, Franklin, Linfield, and Medlands. This situation is causing much concern among the executives and leaders of the denomination.²

Frances Shimer College is located in a strong Baptist area. There are 104,018 members of Baptist churches in Illinois. In the Chicago Baptist Association there are 35,438. There is one other Baptist school in the state, apart from three professional schools. It is Shurtleff College in Alton. Because of its nature and its geographic location Shurtleff College cannot be considered a competitor and cannot serve the same clientele as Frances Shimer. There is no Baptist college in Iowa. In Wisconsin there is Wayland Junior College and Academy, a small school which has almost completely abandoned college instruction. Carleton College in Minnesota has a Baptist affiliation in addition to its affiliation with the Congregation-

¹Reeves et al., The Liberal Arts College, p. 408. Chicago: University of Chicago Press, 1932.

²Blackout of Baptist Colleges, Baptist Board of Education.

al and Episcopalian denominations. Franklin College in southern Indiana is the only Baptist college in that state. There is a large Baptist area which clearly "belongs" to Shimer.

While it is recognized, first, that no values are served by maintaining traditional ties or promoting ecclesiastical interests out of pseudo-pious sentimentality and, second, that sectarianism is not to be encouraged, it is also recognized that efforts must be channeled to be effective and certain definite areas served in order to be successful. The Baptist churches of the territory in which the College is located should provide such a field. In order to gain access to this source of support the College would have to attract the attention and gain the confidence of the Baptist constituency. This can be accomplished if a definite program is established for the purpose. The College is participating in an effort now being made under the direction of the Committee on Higher Education of the Illinois Baptist Convention and the Board of Education of the Northern Baptist Convention to recruit a larger percentage of Baptist youth for higher education. The interests of the individual institutions in this program are considered secondary to the needs of Baptist young people, but the colleges will certainly reap their own harvest.

Frances Shimer College can be successful in winning the confidence of the Baptist constituency if administrators and faculty members assume responsibility for certain kinds of leadership in activities of local church, associations, and conventions. No single factor is as likely to win the confidence of a church constituency as evidence that the official personnel of a college is genuinely concerned and actively interested in the ends and values the organization is seeking to realize. This must never be a selfish gesture, for that would soon be detected. If the character-product of the school and the church are

the same, each has a vital stake in the other. This evidence of genuine interest, accompanied by a public-relations program designed to attract attention and win confidence of the larger, more liberal churches, should enable the College to serve its Baptist constituency more effectively and provide a source of students and support. It is recommended that a vigorous policy be pursued of cultivating the Baptist constituency with which the College is affiliated, to the end that the College may serve a considerably larger number of young people from the denomination than it does at present.

The process of opening this field can be rapidly increased by the establishment of clear-cut aims and purposes which will find acceptance by a Baptist constituency. This does not mean that the Baptist constituency alone should determine the purposes of a school. This would only be true in the case of a theological seminary or training school. A set of definitely stated aims for Frances Shimer, put in precise form rather than general platitudinous phrases, should capture the imagination and interest of all who are interested in sound education.

The Aims and Purposes of the College

According to the Revised Manual of Accrediting of the North Central Association the first step required of an institution seeking accreditation is a definition of purposes, which includes the following:

1. A statement of objectives, if any, in general education.¹
2. A statement of the occupational objectives, if any, for which it offers training.

¹"By 'general education' is meant that type of education which acquaints a student with the facts and modes of thought in the chief fields of knowledge such as natural science, literature, history and other social sciences, language and the fine arts, without the intent to fit him for any vocation in particular."

3. A statement of its objectives in individual development of students including health and physical competence.

"The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve."¹

The first test of an adequate statement of purposes is Clearness of Conception. "The purposes of an institution should be written in unequivocal formal statements."² The second is Scope. "The statements of purposes should include those of the institution as a whole and those of each of its divisions or curriculum."³ Acceptance by Faculty is the third test. "Complete accord in the attitudes of all these parties is essential to the effective functioning of purposes. There should be unmistakable evidence that the faculty understands and accepts the purposes of the institution."⁴ In the fourth place, its Relation to Activity should be apparent; it should "determine what those activities shall be."⁵

In response to a request for a statement of purposes, the officials of the College submitted the following:

From Charter issued by the State of Illinois
May 2, 1896

The particular objects for which said corporation is formed are to establish, conduct and maintain an Academy or Preparatory School...in which may be taught all branches of learning which may properly be included within the purposes and objects of an Academy or Preparatory School.

From the Catalog

1. ...each student must obviously have some hope that her specific intellectual needs will receive that individual attention which is an indivisible part of a true education.

¹ Revised Manual of Accrediting, North Central Association "Statement of Policy", p. 4.

² Ibid., "Purposes", p. 1.

³ Ibid., p. 2.

⁴ Ibid., p. 3.

⁵ Ibid., p. 4.

2. ...the student is encouraged to center her social, intellectual, and emotional life in a group of modest size in which she can form true friendships.
3. In this group, teacher and students are comrades sharing the daily experiences of living.
4. Real progress can be measured only by the success and growth of the individual student....The aim is to make education real and vital to each student; to keep classes of such modest size that the individual's demands, expressed or unexpressed, will be the teacher's first concern. Basically there is no other excuse for either teaching or education.
5. Frances Shimer has provided a sound curriculum based upon the Liberal Arts ideal, with sufficient Fine Arts work to provide full outlets emotionally for self-expression.
6. A well-rounded personality is the aim of the sensible student and teacher alike....at Frances Shimer attention is directed to the mutual importance of academic pursuits, social cultivation, extra-curricular interests, emotional satisfactions and spiritual growth.
7. Specifically then the educational objective at Frances Shimer is the cultivation of socially effective personalities.
8. Abundant opportunity to participate in religious activities is open to students at Frances Shimer.
9. Friday¹ morning chapel services are given to worship. The Sunday evening vespers service brings to the college local and visiting clergymen or speakers on religious-cultural topics. Students are encouraged to attend the church of their own denomination on Sundays. The Christian Service League is inter-denominational; its aim is to promote the religious welfare of all students, and its activities and functions stress Christian ways of living and thought rather than denominational differences.
10. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.
11. The social atmosphere of the college is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess.
12. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.
13. The college sponsors a program of concerts, lectures, recitals and conferences throughout the academic year. Frances Shimer is close to the larger cultural resources of Chicago.

¹The catalog says "Tuesday."

14. Frances Shimer has for many years...prided itself upon the creative activity within the college. It has consistently encouraged the creative instinct in whatever direction the students chose to turn.... Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources already mentioned, the college maintains physical education equipment which is both modern and ideal.
15. Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering; records of weight, posture, and other physical data are kept; and the work in physical education is planned for the individual student on the basis of these records.
16. The resident nurse in charge of the infirmary carries on an educational program in the maintenance of good health.

Statement #5 is the only distinctive description of the College:

"...Liberal Arts...with sufficient Fine Arts work to provide...outlets ...for self expression." Numbers 1, 2, 3, 4 repeat the emphasis upon "individual attention." "Socially effective personalities" is contained in 6, 7, 10, 11, 12, 13, 14. The provision for participation in religious activities is found in numbers 8 and 9. Numbers 15 and 16 deal with the health and recreational program.

While this set of statements certainly expresses worthy and desirable interest in the welfare of the student, it could easily be applied to any women's college. It can hardly be called a statement of definite, descriptive purposes, peculiar to Frances Shimer College. It is commendable in spirit but too general to serve as determining purposes. An institution must have some distinctive features, either in clientele or in fields of service or in the methods of approach that differentiate it from other colleges of similar type. A statement of aims must set forth clearly those differentiating characteristics so that it can be said, "This is what makes the institution distinctive." It must describe a significant, distinctive, definite program of educational offerings. The American public is becoming cynical and disillusioned with the attempt of schools to attract attention and "sell

themselves" on the basis of athletics, "culture", social advantage or exclusive prestige. If skill in sports, health, social poise, and confidence are qualities which education can develop, let their places be understood. But let the school develop a distinctive educational offering and describe it for exactly what it is.

The reader easily gains the impression that this statement of purposes was not prepared as a guide for the program of the school but as a bit of the material designed to make a favorable impression upon a prospective customer. The lack of clarity and distinctiveness cannot help but disappoint many students who expect what they do not find because they had no clear knowledge of what they ought to expect. This probably has a direct bearing upon the fact that one-third of the students of any given year transfer to another school at the end of their first year at Frances Shimer.

It also appears that this statement is too vague to serve as a guide for the members of the faculty. The survey staff discovered confusion and uncertainty among the faculty as to exactly what they were supposed to be doing. Many of the capable people who are carrying on the work of the College lack a sense of direction. They are not purposeless, but they are not sure their aims are integrated with those of the institution. This restiveness led to considerable controversy in 1942-43. A committee on aims and purposes was appointed to function during 1943-44 but failed to do so.

An adequate statement of aims will do much to correct these situations by:

- (1) introducing the institution to students and the public so it is accurately known thus reducing the misunderstanding and disappointment resulting from the present vagueness;
- (2) determining the educational program - course offerings and personnel services;
- (3) stimulating constant evaluation of progress being made.

Dr. Ralph W. Tyler declares that "the College must clarify the purpose and seek to formulate the objectives explicitly. In formulating the objectives, the college cannot depend upon the traditional statement of purposes which have come to be vague and meaningless to many of its faculty members."¹

Basic purposes to be considered in re-evaluating institutional aims and purposes are:

- a. A careful examination of the demands of society outside the college.
- b. A study of the college students themselves, their abilities, their interests, their perplexities, their hopes, and their aspirations.
- c. A re-examination of the possible contributions that each field of subject matter can make....
- d. The educational implications of the social philosophy which the college accepts....
- e.a careful study of the psychology of learning in order to identify objectives which are attainable through education.²

The survey staff is of the opinion that the first step in dealing with problems such as curriculum organization, personnel program, student-recruiting, low student-persistence, and financial campaigning, is that of establishing a strong statement of aims and purposes.

It is recommended that, after thorough study on the part of the administrative staff and a faculty committee, a statement of aims and purposes for the College should be drafted, adopted by the entire faculty, and submitted to the Board of Trustees. When found satisfactory it should be adopted by the Board and vigorously enunciated. All action necessary to realize the purposes should begin at once. Progress

¹Ralph W. Tyler, "The Function of the American Colleges," Journal of the American Association of Collegiate Registrars, XVI, 1941, pp. 322-324.

²Ibid.

can be measured in terms of the purposes adopted.

The Problem of the Single-Sex Institution

As has previously been stated, Frances Shimer was founded and has continued throughout its entire history as an institution for women students. Even though it has been maintained during the past 90 or more years as a single-sex institution, the question can properly be raised as to whether or not it should continue with this same policy for the next hundred years. The general tendency since the founding of Frances Shimer has been toward the co-educational type of institution, especially in the Middle West. The need for a few colleges that deviate from the common type may readily be acknowledged, but the authorities of Frances Shimer College must face the issue of whether they are maintaining as useful a social service by continuing the single-sex type of institution as they would by going over to a co-educational program.

One of the difficult situations in the maintenance of Frances Shimer as a single-sex institution is the extremely limited opportunities the students have for social relations with young men of similar economic and social backgrounds. It has been said that the most successful women's colleges are those located within reasonable transportation distance of a strong institution attended by young men. In such circumstances normal social relationships between the sexes can be maintained even though the academic program for the women is carried on in a separate institution.

No collegiate institution of any kind is located within 25 miles of Frances Shimer College. Thus the students' opportunities for social relationships are limited to the young men of the small county-seat community where the College is located, or to those willing to make special trips from centers such as Chicago or other relatively

distant cities. The effect of such limitations is obvious.

The students at Frances Shimer College are keenly aware of the lack of normal companionship with the opposite sex. Most of them do not like the long continued separation or seclusion entailed by residence at Frances Shimer. This condition is undoubtedly one of the primary explanations of the high rate of turnover among the student body. Previously it has been noted that very few students attend Frances Shimer for more than two years. One can raise a question as to whether or not any normal young woman should be asked to spend more than two years during late adolescence in comparative seclusion from the companionship of young men of her own age-level.

The solution of the difficulty here discussed does not necessarily mean that Frances Shimer College should become co-educational. The establishment of a strong institution for young men within a reasonable distance of Mount Carroll would be an equally satisfactory solution. Forces outside the Board of Trustees of Frances Shimer College will doubtless determine any such developments, and the survey staff hastens to add that it has no inside information indicating that any group is contemplating such an establishment.

The problems of the single-sex institution are less insistent under present conditions than in previous years, for two reasons. In the first place, most of the young men of college age are in military service, and large numbers of co-educational institutions have practically become women's colleges, for the time being at least. Thus the young women attending Frances Shimer College at present are not much more limited in their choices of companions than the young women attending co-educational institutions. Frances Shimer probably could not enrol many men students under present

conditions even if the Board of Trustees should decide to introduce co-education.

In the second place, the pressure of the problem is eased to some extent under present conditions by the extensive demand for collegiate education by young women. In the spring of 1944 it became evident that every college for women in the Middle West had more applicants than it could accommodate. Frances Shimer has shared in this generally increased demand. At present its dormitories are crowded to capacity and beyond. The only way in which men students could be accommodated at Frances Shimer under present conditions would be to deny admission to an equal number of women students. This does not seem sensible unless some great principle is at stake or unless some unusual advantage could be obtained.

For these reasons the survey staff does not recommend that consideration be given at present to the development of Frances Shimer as a co-educational institution. Although the disadvantages of a single-sex institution are recognized, especially in a location such as Frances Shimer has, the present does not seem to be an opportune time to make a change. Possibly at some later date, when the need is more pressing, the Board of Trustees can give further thought to the desirability of making Frances Shimer into a co-educational institution. This recommendation for delaying the decision should not be interpreted as an indication that the survey staff is opposed to the co-educational type of institution. When more nearly normal conditions again prevail, the Board of Trustees must face certain alternatives. If no strong institution enrolling men students has been located in the vicinity of Mount Carroll, Frances Shimer must either become co-educational or reconcile itself to becoming in effect a two-year institution for practically all the young women

who enroll.

Limitations on Enrolment

Although Frances Shimer College has recently been operating at the upper limit of the capacity of its dormitory space, this limit is too low to provide an efficient operating unit. Studies of the cost of education show clearly that higher education is inordinately expensive per student in an institution of the size of Frances Shimer. Although the advantages of the "small college" are recognized, an enrolment of three or four times the present capacity of Frances Shimer would still classify it as a "small college" and would permit all the advantages that mere "smallness" is supposed to provide. At the same time the cost per student for education of a given quality would be almost cut in half by an increase of enrolment from less than 200 students to 600 or 700 students.

The present limitations on enrolment at Frances Shimer are of two types: (1) the housing that can be provided in the dormitories; (2) the number of day students that can be attracted from within commuting distance. Very few of the latter type of students are now enrolled at Frances Shimer, and little or no effort seems to be made to attract them. There is no question that, if fees are properly adjusted, the addition of a considerable number of day students would improve the operating efficiency of the College and would enlarge substantially the field of its services. The survey staff recommends that increased efforts be made to attract day students from within commuting distance of the College. Appropriate arrangements should be made to integrate such students in the general program of activities. Suitable facilities for locker space and study rooms are even now available.

The present demand for collegiate education on the part of women

students indicates the need for a considerable extension of the dormitory facilities at Frances Shimer College. In the opinion of the survey staff, the institution would be warranted, as soon as conditions permit, in constructing additional dormitories in accordance with the estimated demand for service. If a mistake is made and dormitory facilities are overbuilt, consideration could then be given to the admission of men students on a co-educational basis as a means of keeping the dormitory space occupied, not to mention the solution that would be afforded for the difficult problem of suitable social opportunities for the students.

CHAPTER II

CURRICULUM

Relation to Aims and Objectives

The analysis of the curriculum at Frances Shimer must be based on an understanding of the aims and objectives of the institution. The whole curriculum is or should be the logical outgrowth of these objectives and while the fact that the preceding chapter of this report deals with objectives demands that the discussion of aims be kept at a minimum here nevertheless sufficient attention will be given to identify the College as defined by its stated aims. This procedure will provide a blue print against which the structure of the curriculum may be examined.

A casual survey of the statement of the aims of Frances Shimer College, as noted in the previous chapter, reveals two characteristics - vagueness and confusion. The vagueness stems from certain ambiguous sentences such as,

Each student who seeks preparation beyond that of the public school must obviously have some hope, no matter how remote, that her specific intellectual needs will receive that individual attention which is an indivisible part of a true education. Every student cherishes, either secretly or openly, the ambition to satisfy herself and her personality through gaining satisfactory answers to the many why's of life.

It is not the spirit of this report to affirm or deny the inherent truth of the preceding statement, quoted from page 15 of the 1944-45 catalog of the College. What is intended is the pointing out that the many possible interpretations which could be made of such a statement make it extremely difficult if not actually impossible to translate such a definition of aims with the clarity and specificity which curriculum construction demands.

The confusion which characterizes the aims is the outgrowth of the attempt on the part of the College to reach too many goals. The

title page of the annual catalog for the school year 1944-45 proclaims Frances Shimer to be "A Four Year Junior College and Preparatory School." Assuming this descriptive title to embody the core of the aims, one may expect that all subsequent statements will be consistent with this dual organization. Further analysis of the list of aims, however, does not bear out this assumption.

With the exception of one statement in the schedule dealing with institutional purposes, filled out by the Registrar, nothing was found which concerned aims for the Preparatory School. This one exception dealt with "6 Year General Education", clearly an indication that the separateness of the College and Preparatory School was ignored.

On page 14 of the most recent catalog, one finds the statement, "At any given point credits are transferrable to institutions accredited by the standard accrediting agencies." There can be no error in considering the welfare of students who at any stage of their progress transfer out of Shimer, but experience contributes the conclusion that little can be done in constructing a coherent curriculum if at the time of the construction one eye must be kept constantly on the diverse requirements of the schools to which students will transfer before completing the two years in the Preparatory School or the four years in the College.

Further confusion is revealed in the uncertainty of the institution in the matter of whether or not it will contribute to any vocational training. As will be seen more in detail subsequently, the College actually provides little or no vocational training except in an incidental way, yet certain statements made in the catalog give the opposite impression. While this confusion exists, the curriculum will suffer. One may conclude that the authorities of the institution should make up their minds definitely and clearly as to what they intend to do. Having reached the decision, they must resist all temptations to alter

the course of the institution as a result of attempting to serve the desires of too divergent a group of student interests. To diversify the aims widely may satisfy the needs of many individual students, but in the long run the needs will vary too widely, and the College will dissipate its energies and materially reduce its effectiveness.

From the various sources from which statements of aims have been collected for this survey -- the College catalog, the schedules, and the conferences on the campus, especially the one devoted to filling in the check list of administrative functions -- two general purposes of Frances Shimer College emerge:

1. To provide preparatory education for college;
2. To provide a general education for those who will terminate their formal education at the end of the fourteenth year of school.

In this survey report, little attention will be given to the first of these purposes since a broad interpretation of the second will include much that is implied in the first. In dismissing the college preparatory function, attention is called to the fact that the lack of uniformity in the requirements of the various four-year colleges makes it impossible to serve as a feeder to all of them and at the same time meet specifically the diverse requirements of each.

Mention has already been made of the evidence existing in the various statements made at Frances Shimer which commit the institution to a non-vocational general education program. To document this, a few excerpts are quoted. In the 1944-45 number of the catalog one finds on page 15.

To this end to make education real and vital Frances Shimer has provided a sound curriculum based upon the Liberal Arts ideal

On page 38 of this same catalog, occurs the statement
. . . the following curriculum is recommended which

will give a broad cultural background in preparation for intelligent social living.

From a paper, Education for Peace, prepared by C. A. Millsbaugh, one reads,

. . . Frances Shimer has the equipment, the faculty, and the administration required for the successful realization of the liberal arts ideal. It is not equipped for vocational or war training for, negatively, the same reasons.

Finally, it was pointed out in a conference with staff members at Frances Shimer that there was no stress placed upon vocational preparation.

These sources indicate the conclusion previously stated that non-vocational general education is one of the purposes of the institution. Certain exceptions to this, however, are noted and submitted here. In the catalog on page 53 in discussing the aims of the Mathematics Department, one finds:

The courses in mathematics aim to prepare the student . . . for the teaching of mathematics

On page 58, in defining the aims of the Music Department, it is stated:

. . . music acts as . . . an avocation or vocation.

On page 69, occurs the statement:

It (secretarial training) may be a most useful asset in a desired position or it may develop into a vocation itself

As long as such vocational aims exist in the college catalog, clarity demands that either these implied emphases be eliminated or the previously stated commitments to non-vocational general education be broadened to comprehend the vocational preparation objective. It is recommended that the statement of aims of the College indicate clearly the extent to which the needs of students for vocational training are to be served.

In concluding this part of the discussion, the assumption is made that Frances Shimer College exists primarily as a four-year edu-

cational institution for women, which seeks to satisfy through its curriculum the purposes of preparation for senior college work and to provide a general education for those who will not go beyond the fourteenth school year in their formal education. Moreover, in connection with the last stated purpose, it is assumed that no definite provisions for vocational training will be made, and that any such training that accrues will be purely incidental.

There seems to be no valid reason for continuing the ninth and tenth grades, known as the Preparatory School. The survey staff recommends that the Preparatory School be discontinued. Many reasons could be advanced for this step. Other sections of this survey report provide allusions to problems that arise from having such a wide span of ages on the campus. Suffice it to say that in view of the present enrolment trends in girls' schools, the loss in enrolment created by the discontinuing of the preparatory division can easily be filled by an increase in the enrolment in the four-year college.

Curriculum Content

Consideration of the content of the curriculum will be made with the idea of identifying the strengths and weaknesses that reveal themselves in comparison with the institutional purposes. For obvious reasons, the major attention is directed to the field of general education. Moreover, no discussion is provided about the offerings in music, since this is covered adequately in another chapter of the survey report.

Since the purpose of the survey is to make specific recommendations for improvement, greater attention will be given to observed shortcomings than to laudable achievements. This is not to be construed to imply that the weaknesses outnumber the strengths. The

very fact that Frances Shimer College is accredited by the North Central Association of Colleges and Secondary Schools is conclusive evidence that the institution has attained and maintained an efficient organization. Furthermore, the very fact that the College has voluntarily sought advice in an effort to evaluate its program reveals a healthy attitude on the part of the faculty and administration. Their desire is clearly not only to keep abreast of the times, but actually to keep in the forefront of educational progress. This spirit certainly manifested itself in all contacts made by the survey staff with members of the institutional personnel. For these reasons it would be erroneous to conclude from the greater weight given in this discussion to shortcomings of the college curriculum, that there was any blindness to the excellence of the accomplishments which have been achieved. What is said in this section is said in the spirit of attempting to make the creditable program of Frances Shimer College even more effective.

In view of a previous statement that one of the purposes of the College is to provide a general education, it is appropriate at this time to examine the curriculum to determine how well it lives up to this purpose. Since, in the final analysis, the test of the curriculum is the degree to which it functions in the lives of the students, it was thought that an examination of the course records of Shimer graduates would provide this desired information. With this in mind, a detailed study of the course records of twenty-four graduates of the 1943 class was made. To furnish a comprehensive guide for this study, the statements were used that occur in the late Melvin E. Haggerty's monograph, The Educational Program, which appears as the third volume in the series, The Evaluation of Higher Institutions.¹

¹Haggerty, M. E., The Educational Program, vol. III in the North Central Association Monograph series entitled The Evaluation of Higher Institutions. Chicago: University of Chicago Press, 1937.

On page 185 of the monograph Haggerty quotes from the Manual of Accrediting Procedures as follows:

the general framework embraces offerings in most or all of the following major fields: (a) biological sciences; (b) physical sciences, including mathematics; (c) social sciences; (d) languages and literature; (e) the fine arts; and (f) philosophy and related subjects.

In order to make the course records more usable, a series of graphical representations was prepared. These appear as Figures II to VIII of this section of the report. Figure II represents a composite of the twenty-four course records. The data were compiled in the following manner. The total semester hours courses taken in each of the seven fields, as defined on page 36 of the 1944-45 catalog, by all of the twenty-four graduates was first ascertained. Each of these totals was then divided by twenty-four to determine the average number of semester hours taken in each of the seven fields by the twenty-four students. The quotients were then presented in the form of a columnar diagram. Within each column an appropriate hatching was applied to indicate the specific subjects within each of the major areas. By this device it is possible not only to see the relative importance accorded each of the seven fields of study by the graduates, but also to observe the relative importance given to each of the subject-matter areas.

Figures III to VIII are constructed to show the individual course records of six of the twenty-four graduates. These cases were selected because they represented certain extremes in some of the seven fields of study. While representing extremes, however, they are not necessarily atypical since an examination of the twenty-four course records revealed little in the way of evidence to uphold the idea of a pattern of courses common to all.

In compiling the data the subject "Humanities" was divorced from

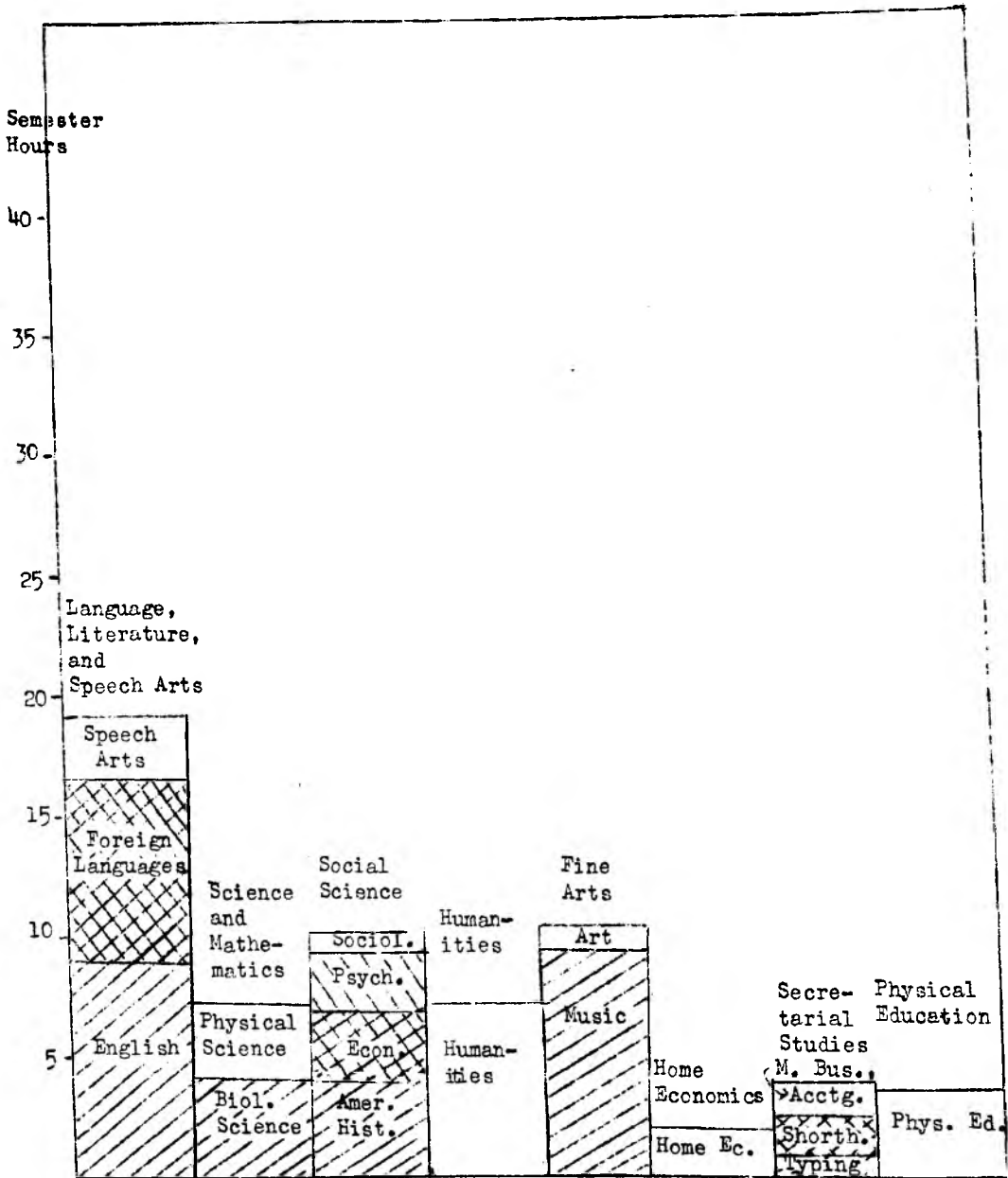


Figure II. Composite of course records of twenty-four Frances Shimer graduates in seven fields of study.

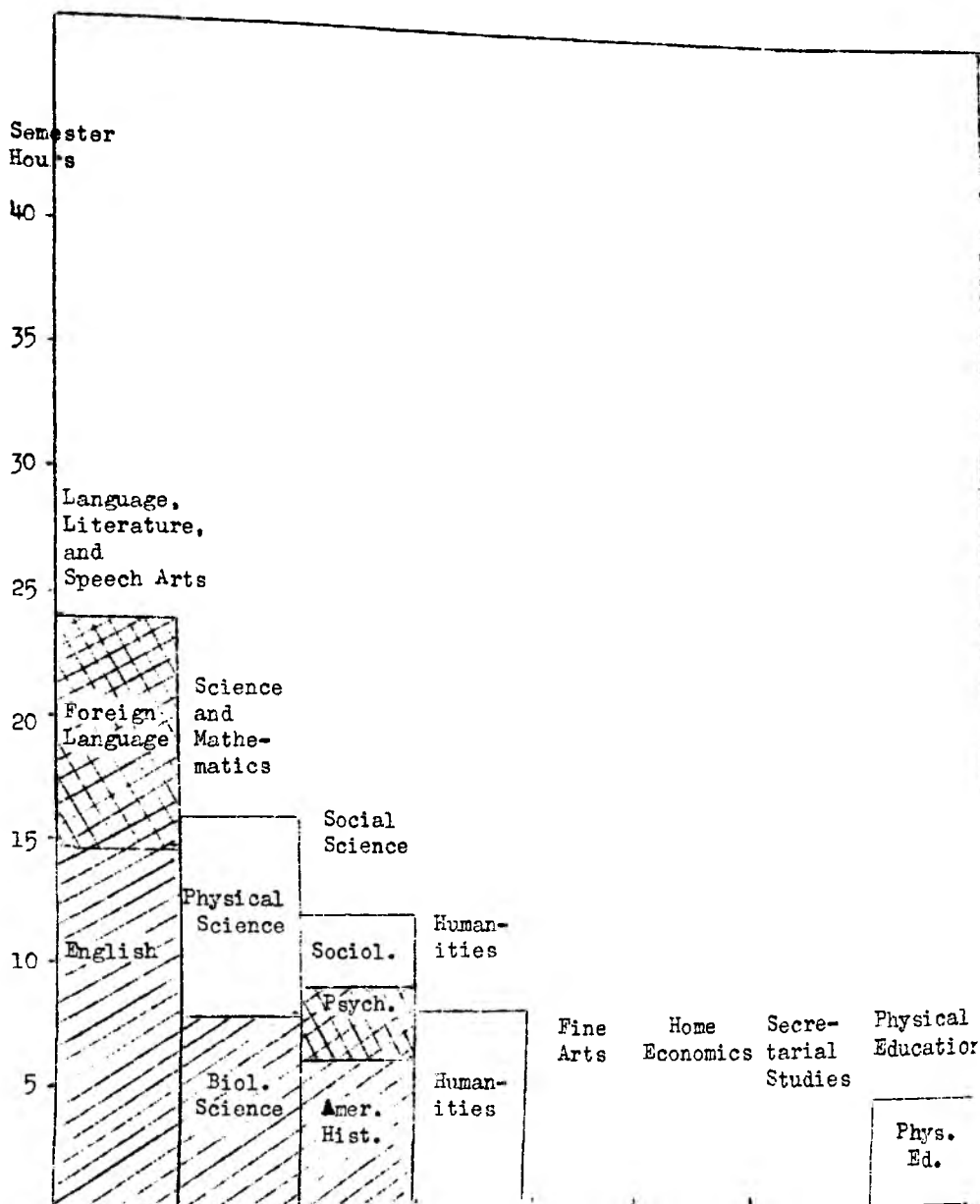


Figure III. Course record of graduate "A".

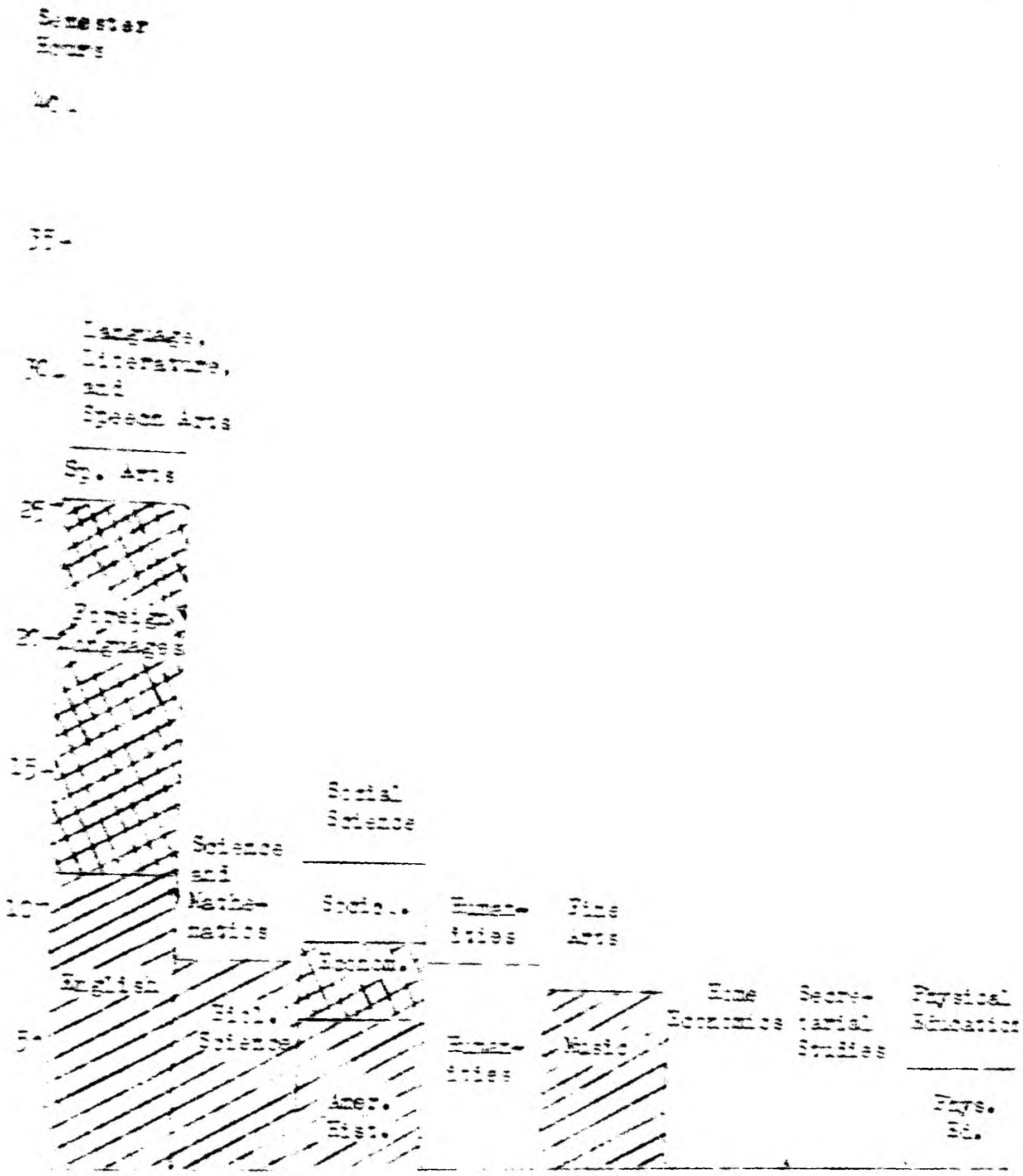


Figure 17. Course record of graduate 'V'.

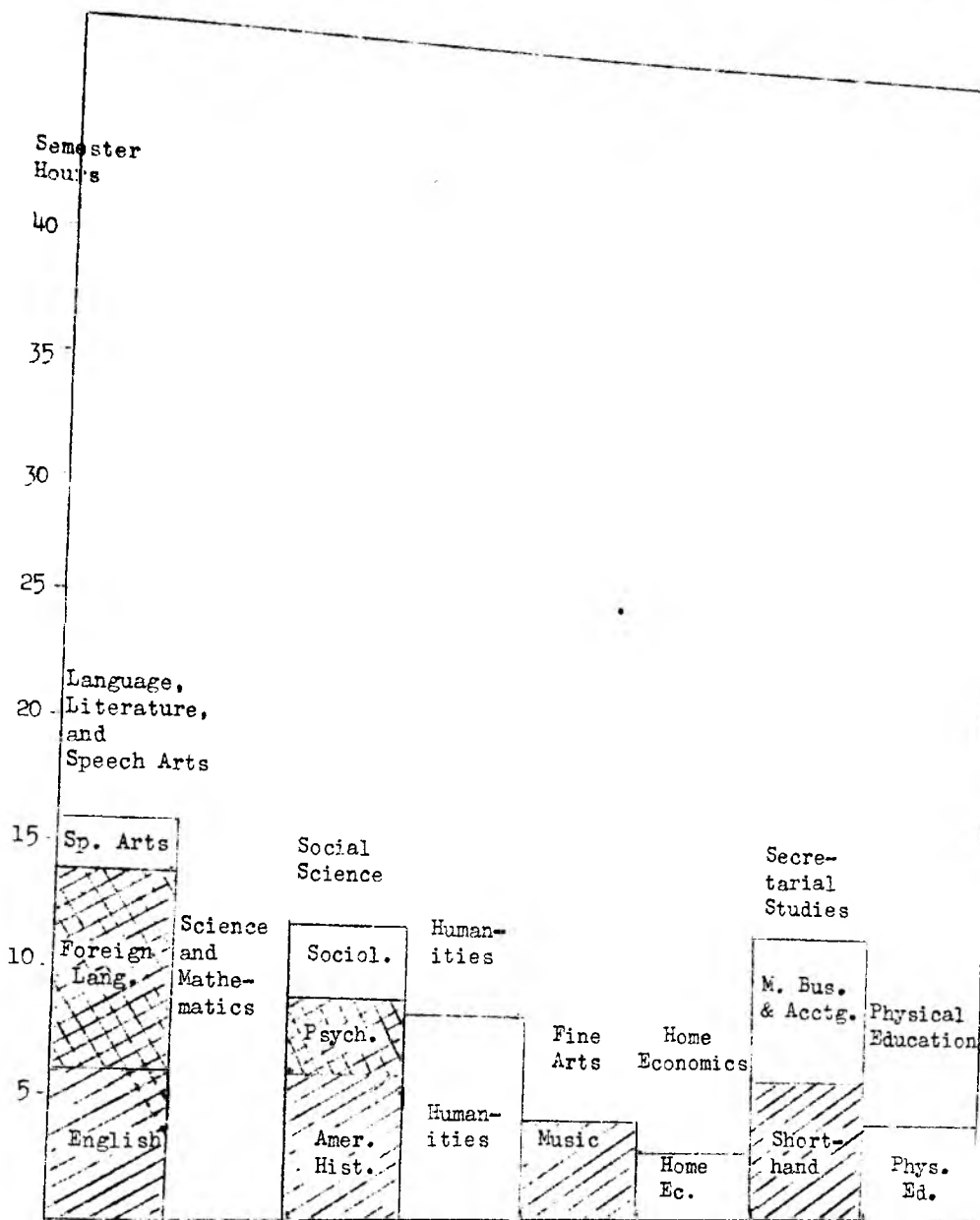


Figure V. Course record of graduate "C".

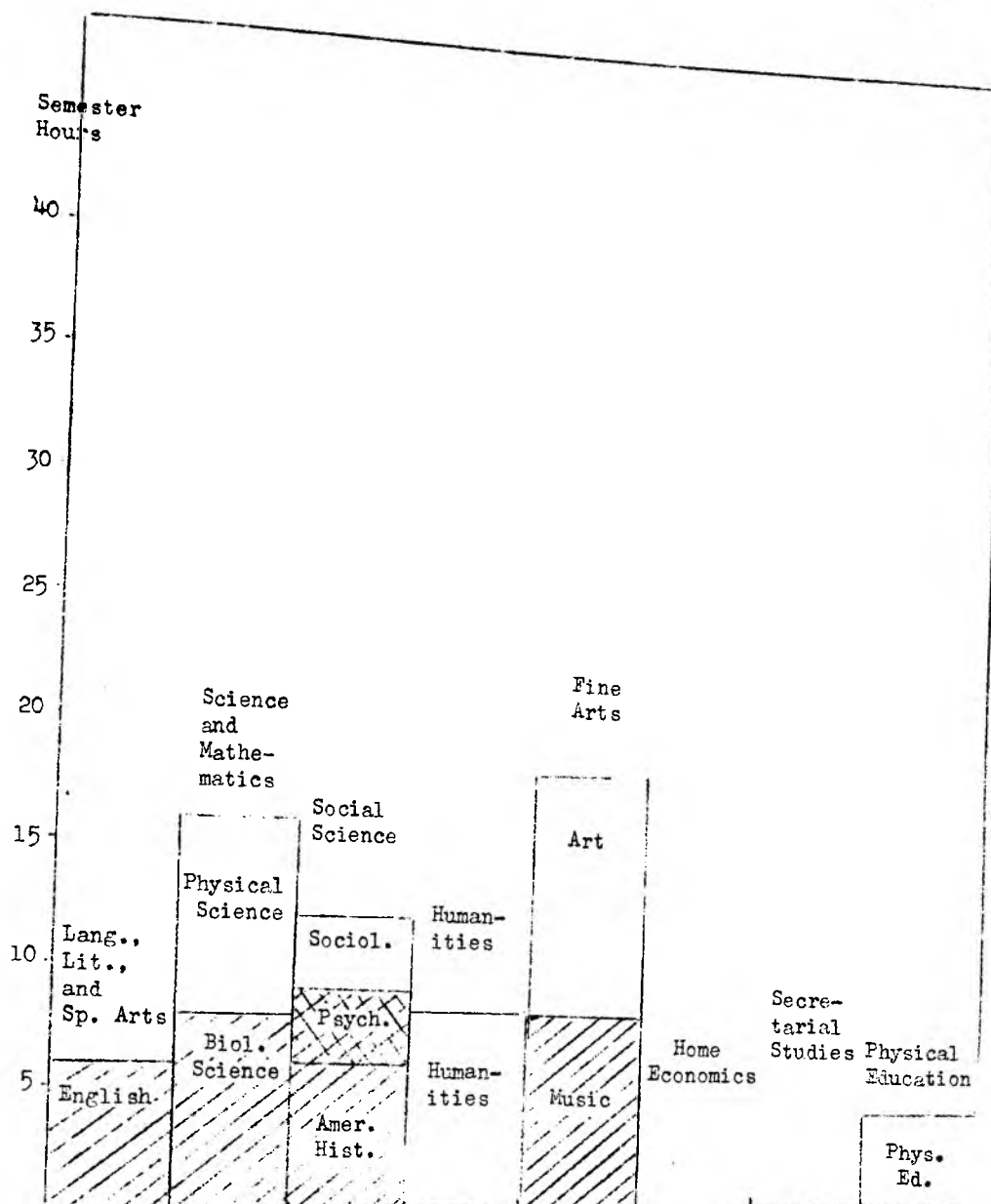


Figure VI. Course record of graduate "D".

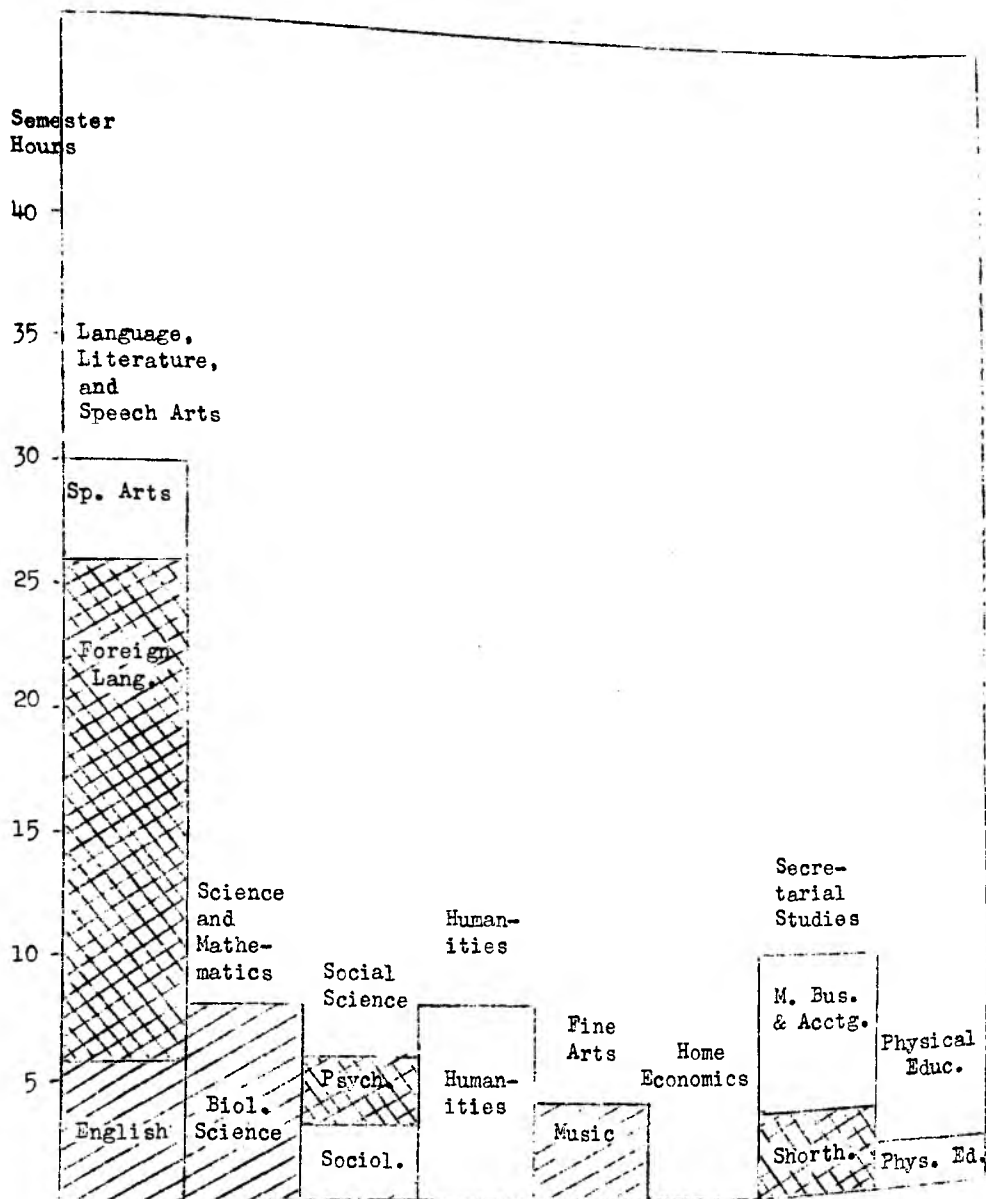


Figure VII. Course record of graduate "E".

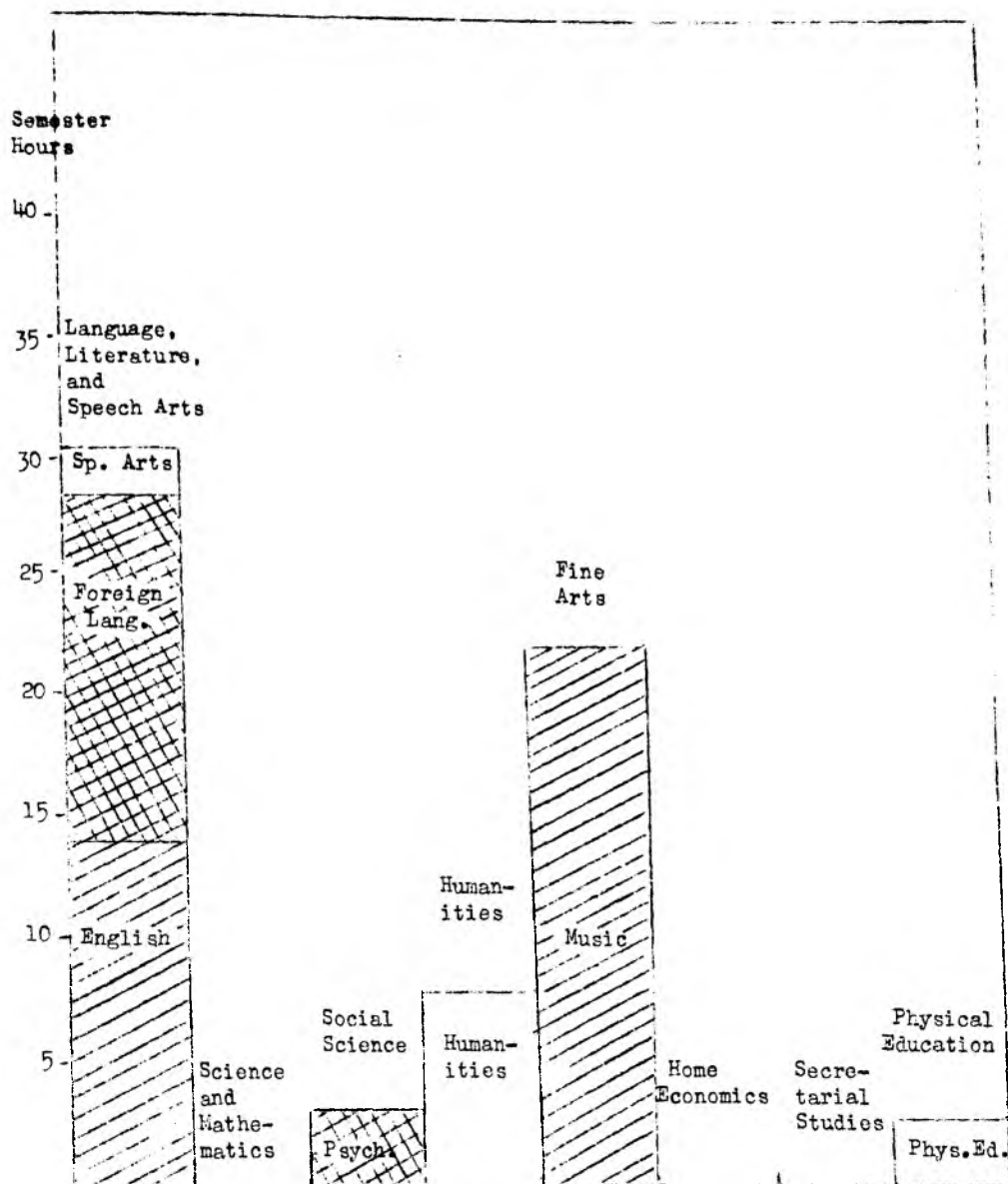


Figure VIII. Course record of graduate "F".

the Social Science field, where it appears in the catalog, and presented in a separate column. This was done arbitrarily, because including it with the social science offerings tended to give a distorted picture of the relative importance of the social science field. Perhaps it would have been justifiable to have added the "Humanities" course to the field of "Language, Literature, and Speech Arts."

Figure II may be read as follows: the average number of hours taken in the field of Language, Literature, and Speech Arts by the twenty-four graduates is 18, of which 8 is in English, 7.5 is in foreign language, and 2.5 is in speech arts; the average in Science and Mathematics is 7, of which 4 is in biological science and 3 in physical science; in Social Science the average is 10 with 4 in American History, 2.5 in economics, 2.5 in psychology, and 1 in sociology; the average is 7.5 in Humanities; it is 10.5 in Fine Arts with 9.5 in Music and 1 in Art; the average is 2 in Home Economics; it is 4 in Secretarial Studies, of which 1 is in typing, 1.5 is in shorthand, and 1.5 divided between Modern Business and Secretarial Accounting; and 3.5 hours on the average are given to Physical Education.

On the basis of the description of the six fields of general education quoted above it may be concluded that this composite of course records shows a scattering in each of the six fields with the exception of the last, philosophy and related subjects. Since a more lengthy discussion of this omission is given below, it is not necessary to comment on the fact here.

While the composite of the records shows a sprinkling in each of the five areas noted, the patterns for each of the columns indicates no degree of comprehensiveness except possibly in the areas of the Humanities, and English. For example, 7.5 hours in foreign language represents less than one year's work as measured by semester hour values

of elementary foreign language courses. Moreover, an examination of the course records reveals that 8 (or 33 per cent) of the graduates had no foreign language in college at all.

Similar discrepancies appear in the other fields as portrayed by the columns in Figure II. A better view of these may be gained from looking at the patterns of courses represented in Figures III to VIII.

Figure III illustrates a distortion which places undue weight on the first four fields at the expense of the fifth, sixth, and seventh -- Fine Arts, Home Economics, and Secretarial Studies. Even in the fields in which the greatest amount of work was taken the division of time given specific subject matter areas is out of balance. In the field of Language, Literature, and Speech Arts, graduate "A" took 15 hours of English, 9 hours of foreign language, but no speech courses. One year or 6 semester hours of American History was taken; one semester of psychology or 3 hours, and one semester of sociology or 3 hours; but in the important area of economics there was no contact except such as may have come incidentally through other courses.

Graduate "B"'s record is graphed in Figure IV. In her case the first field appears more balanced, but she has had no work whatever in the physical sciences. She has gained some experience in the field of music but none in art. As in the case of graduate "A", she has had no contact whatever with the next two fields.

From the analysis so far, it would appear that two shortcomings manifest themselves in the functioning of the curriculum in the lives of the graduates. These are a lack of comprehensive coverage of the six fields of general education (obviously, without organized curriculum experience in philosophy and related subjects at Shimer, this shortage will appear), and the lack of an integrated experience with the basic materials in each of the five fields offered. To satisfy this desirable pattern,

each diagram should have presented a series of columns more nearly equal in height (absolute uniformity would deny the validity of individual differences), and with a considerable proportion of each diagram representing a contact with the integrated and basic materials of the field.

A further discussion of Figures V to VIII would be superfluous. Each tells a complete story of a pattern of college courses, curriculum experiences, aimed to provide a broad general education. Each departs from the ideal in some important respect. Figure VIII, for example, reveals a matter of 60 semester hours taken in 3 fields. It is believed that viewing such unbalanced selections as these will cause the faculty of the College to desire a plan whereby this can be prevented from recurring.

From this analysis it may be concluded that the curriculum as measured by the course records fails in two respects. It does not provide a comprehensive coverage of the field of general education, and there is too much fragmentation in each field to assure an integrated coverage of the field. In regard to the first of these weaknesses an additional shortcoming may be noted. In the important area of philosophy there is only the most casual treatment.

It may be conceded without supporting evidence that individuals at the age of those enrolled in junior college need mature guidance in formulating a basis for setting up life values. Without some assistance in this important undertaking, the adolescent is forced to seek the assistance in areas where the guidance may or may not be of positive worth. For this reason, the absence of curricular provision for learning experiences intended to help form a philosophy of life seems particularly unfortunate.

Certain problems which reflect themselves in curriculum content are the peculiar products of the attempt to construct a series of learn-

ing experiences which cover the period of the eleventh through the fourteenth school years. Two are singled out for discussion here, the second, in reality, being the outgrowth of the first. These are: the tradition of the twelfth grade graduation and its existence as a natural terminal point, and the duplication of courses which occurs as a result of attempting to set up a curriculum which bridges the last two years of the traditional high school and the first two years of the traditional college.

At Frances Shimer each of these situations receives mention in the statements of aims and objectives of the College. From these statements it may be concluded that the College commits itself to a continuation of twelfth grade graduation and an effort to eliminate duplication of courses. In regard to the latter of these, although it is intimated in the College catalog that some success has been attained, an examination of the course offerings leads one to believe that the degree of success is a minimum. Apparent examples of duplications may be seen in Table 5.

Table 5

Courses Duplicated between Lower and Upper Divisions
at Frances Shimer College

Field of Study	Lower Division (Grades XI and XII)	Upper Division (Grades XIII and XIV)
Language, Literature, and Speech Arts	Types of English Lit. 21-22	Survey of English Lit. 41-42
	Beginning French 11-12	Elementary French 31-32
	Intermediate French 21-22	Advanced French 33-34
	Outline of French Lit. 23-24	French Lit. Survey 41-42
	Beginning Spanish 11-12	Elementary Spanish 31-32
	Intermediate Spanish 21-22	Advance Spanish 33-34
	Speech 21-22	Fund. of Speech 31 Literary Interp. 32
Science and Mathematics	Elementary Biology 11-12	General Biology 31-32
	Elementary Physics 21-22	General College Physics 33-34
	Second Year Algebra 22	College Algebra 32
Social Science	Modern European History 11-12	History of Europe 33-34
	American History and Government 21-22	Recent American History and Institutions 43-44
Secretarial Studies	Elementary Typewriting 11	Beginning Typewriting 31-32
	Elementary Shorthand 21-22	Beginning Shorthand 33-34
	Advanced Typewriting 12	Advanced Shorthand and Typewriting 35-36
	Advanced Shorthand 23-24	

While it is not meant that the courses are identical in both Lower and Upper Divisions, it is surmised that a careful analysis of their content would reveal a large degree of overlapping.

Other evidences of duplication may be found in the field of Language, Literature, and Speech Arts in addition to those indicated in the preceding table. For example, in descriptions of courses in the English Department we find the following:

11-12 - American Literature . . . the student is required to continue her work in grammar and rhetoric. . . . Clarity,

lucidity and forcefulness of written and spoken English compose the aim of this division of the course

21-22 - Types of English Literature Frequent themes are required, and grammar review is stressed

31-32 - English Composition Weekly themes, term papers . . . What the student learns in this course is standard practice in the preparation of written material

Obviously, to draw the sweeping conclusion that grammar and rhetoric are duplicates because allusion to them occurs within the body of these separate course descriptions is not justified. There is an indication, however, that the probability of some duplication existing is marked.

Before summarizing this part of the survey report concerned with curriculum content, a word should be said about a problem closely related to that of the difficulty of organizing the curriculum material into a closely knit, four-year unit. This is the problem growing out of the fact that few of the graduates of the twelfth grade return for the thirteenth grade at Shimer. So far as student personnel is concerned, this results in two clearly defined divisions, a cleavage recognized at Shimer through a horizontal division into a Lower Division comprising grades XI and XII, and an Upper Division including grades XIII and XIV.

From the foregoing paragraphs dealing with curriculum content we may list the following five problems:

1. Lack of comprehensive coverage of the whole area of general education.
2. Lack of integration of the various subject matter divisions of each field of general education.
3. The disruptive influence engendered by the continuation of high-school graduation.
4. The extensive duplication of curriculum content in the Upper and Lower Divisions.

5. The failure of the graduates of the Lower Division to return for the following year at Frances Shimer, thereby creating in effect two student bodies.

Having identified what seems to be a group of pertinent problems, the discussion turns next to possible solutions. These specific suggestions for solutions are made with the idea that they may serve as a point of departure for a study by the College staff. It would be highly presumptuous to suggest solutions in any other spirit.

The procedure which immediately suggests itself as a possible means for solving the first problem is to increase the courses prescribed for graduation. A glance again at Figures III to VIII indicates that regardless of catalog statements concerning graduation requirements, there are only three courses which may be regarded as constants in the records of the graduates. These are English, Humanities, and Physical Education. A further examination of the course records, moreover, reveals the fact that the course in Humanities was not taken by three of the twenty-four graduates whose records were studied. Each one of these for whom the course was omitted had completed her first college year in another collegiate institution, at which place she took nothing that corresponded to the Frances Shimer requirement in Humanities. Still further examination shows that two of the graduates did not take Physical Education or Hygiene. One of these was a transfer student, the other a native Frances Shimer student. The omission of Physical Education is in part understandable, although it may be some cause for wonder why the course in Hygiene was not required.

It is recommended that the courses required for graduation be materially increased in number, in the interest of insuring more nearly complete coverage of the field of general education. Additional discussion of this same proposed procedure will be made in connection with another of the problems.

While an increase in the number of required courses will more nearly insure a coverage of the various fields of general education, it does not guarantee adequate coverage of the basic materials within each of the fields. For instance, a course in psychology and one in sociology as taken by graduate "E", whose course record is presented in Figure VII, does not satisfy the needs of the whole field of social science.

The best solution for this problem seems to lie in the adoption of survey courses. Frances Shimer College will find nothing novel in this practice, since this type of course has been and is being used there in some fields. From conversations with faculty members at Frances Shimer it was learned that probably one reason for the lack of progress in adopting more survey courses has been the reluctance of the administration to add the new survey courses to the required list of subjects. This expression of opinion may be interpreted in different ways. However, in the light of the recommendation made previously concerning the desirability of increasing the number of courses required for graduation, it is believed sufficient here to reiterate the recommendation and suggest its application to all survey courses. By this method the curriculum experiences of all the students would be characterized by the breadth and depth sufficient to satisfy the requirements of a good general educational program. It is therefore recommended that the survey course plan be extended to the fields in which it is not now applied.

Two solutions suggest themselves as a means for solving the problem stemming from the necessity of continuing the graduation of those who complete the twelfth grade. One, obviously, would be that of eliminating this feature of the Shimer program. If in the judgment of the faculty and administration this does not seem feasible, it is still possible to offset the disruptive effect which the graduation has on the continuity of the curriculum by effecting a change from a horizontal division to a verti-


cal one. This will be discussed more in detail in relation to the next problem.

A casual survey of the table which purports to show the excessive duplication of courses produces the immediate conclusion that most of the repetition is occasioned by an attempt to follow the traditional pattern for the last two years of the high school and the first two years of college. This imitation of traditional patterns creates duplication similar to that observed by various students who have investigated the condition elsewhere. Moreover, as long as the present horizontal division into an upper and lower unit prevails there will be a strong tendency to continue the duplication.

As a remedy for this situation, the staff recommends a change from a horizontal to a vertical organization, with one four-year unit covering grades XI to XIV instead of two units of two years each. The present "seven fields of study" might be reduced to five with titles as follows: Humanities (Language, Literature, and Speech Arts); Fine Arts; Practical Arts (including Home Economics, Physical Education, and Secretarial Studies); Natural Science (including the present field of Science and Mathematics); and Social Science. Each division would work out its offering for the whole four-year unit with no regard for a break between the twelfth and thirteenth years.

If it seemed best, provision might be made for the completion of survey courses for the most part in the first and second years, thereby using the twelfth grade graduation to mark the completion of the broad bases in each field. In this case, semi-specialized courses appealing more to individual interests might be offered in the third and fourth years.

Another possible organization would seek to provide certain core materials from the general education field in each of the four years. In



addition, more specialized courses could be offered at the same time. A variation of this procedure is that in which the base of general education courses is broad in the first year and gradually tapers off as the upper years are reached. At the same time the more specialized courses progress in an inverse ratio, being few in the first year and gradually increasing in number.

The final problem in this section, that of getting more students to remain in school, is primarily a problem for the student personnel service but it has important implications for the curriculum. As course offerings are now set up there is every inducement for a student who enters Shimer in the eleventh grade to terminate her stay at the end of the following year. Some attention to this problem could be given if a vertical organization was introduced. This, it is believed, is the greatest assistance the curriculum can give to this problem.

Curriculum Organization

Under the present organization of the curriculum a rigid control is maintained over it by the Committee of Instruction. From information gained by the survey staff this plan does not seem to operate as efficiently as is desirable. Certain aspects of the Committee's organization appear to be the source of the reduced efficiency and will be discussed here. The shortcomings of the functioning of the Committee do not reflect adversely upon any of the individual members. It is believed that regardless of the personnel make-up of the unit, there would remain the same weaknesses which shall be considered.

In the first place the Committee is too heavily weighted with the administrative point of view. Of the five members of the Committee, four have positions on the administrative staff. Although two of these four administrators teach classes in addition to their administrative work, their division of time between administration and instruction prevents

their giving full attention to the details of curriculum construction and adjustment. To weight the Committee personnel further on the side of the administrative group, the President of the College sits as a member of the unit. Whether or not this is sound administratively does not lie within the province of this section of the survey report. Suffice it to say it can hardly be said to be sound from the standpoint of curriculum construction to vest so much power in the hands of a committee the membership of which is so unrepresentative of the instructional staff.

In the second place there is no true representation of the seven fields of study in the membership of the Committee. Assuming, for the sake of argument, the two Committee members who are part-time administrators to be full-time faculty members, one finds that two of the Committee members are from one field of study, Science and Mathematics, and the third is from the field of Fine Arts. This leaves five of the fields of study with no voice in decisions affecting the curriculum.

Even this situation might be made to work if the Committee served merely in an advisory or coordinative capacity. Actually, however, the information gathered by the survey staff indicates that the Committee dominates the whole process of curriculum change and operation. This power tends to discourage faculty initiative, a hypothesis which was substantiated through extensive evidence gained by the survey staff while on the campus. The third criticism of the plan for controlling the curriculum, therefore, is the limited extent to which the instructional staff participates in the process. Thus the very members who are most qualified to exercise expert control of the curriculum, i.e. the scholars on the faculty, are for the most part prevented from contributing from the wealth of their training and experience.

In the same spirit of providing a basis for faculty study as was mentioned earlier, a proposed solution for this problem of control over

the curriculum is suggested. It is predicated on the same idea of eliminating the horizontal division and substituting therefor a vertical division. With a vertical organization the members of each division would assume the responsibility of proposing ideas for strengthening the curriculum, both in regard to the College as a whole and for the respective divisions. This would not preclude cooperation between various divisions, or the making of certain decisions after consideration by the faculty as a whole. Sufficient autonomy should be granted each division, however, so that decisions affecting that division only could be made by the members.

From an administrative point of view the suggested type of curriculum organization creates the need for an academic dean or a dean of instruction. To this office would fall three responsibilities among others: (1) that of coordinating the various curriculum improvement projects; (2) that of encouraging with the divisional chairmen the ingenuity, initiative, and ability of the faculty members; and (3) that of assuming final control over the curriculum program with sole responsibility to the President for the success or failure of this aspect of the College program.

In summary on this point, it is recommended that the plan of organization for curriculum construction and revision be changed to bring more instructional staff members into the work and to provide better representation of the various fields of study than is now provided. The final responsibility for the approval of curriculum changes should rest with the faculty of the College. Within each of the recommended divisions of subject-matter, curriculum construction should proceed under the direction of the divisional faculty. Representatives of each division should be brought together to constitute a general curriculum committee and to develop recommendations for consideration by the entire faculty. The leadership of an academic dean is needed to unify the activities of the faculty in curriculum construction and revision.

Student Scholarship

The officials at Frances Shimer College have collected much information about student scholarship, but little seems to be done with the information. Six specific situations are the basis for this conclusion. Before taking these up it might be well to recall the commitment of the College to the liberal arts ideal, a commitment which narrows the range of offerings to a marked degree. There is the further consideration that much of the general education which is usually associated with the liberal arts ideal is of a type which lays emphasis upon intellectual activity. It is, of course, possible to carry this idea to the extreme. On the other hand, the type of program which Frances Shimer offers demands that student scholarship receive active attention if the instructional program is to be a success.

The first situation which raises a doubt about student scholarship concerns the lack of qualitative standards for admission. Absence of qualitative entrance requirements has permitted the admission of some students whose records in high school, or whose abilities as measured by the fall testing program at Frances Shimer, indicate that a collegiate institution could serve for them little more than a custodial function.

A second situation is that of permitting students taking courses of two semester's duration to remain in class the second semester after doing failing work the first. It hardly seems probable that those whose lack of interest or ability or both had caused them to do failing work could gain much from continued exposure to class work in a course in which they had not been able to make a passing grade.

A third situation involves the practice of changing the marks recorded for students. Information given the survey staff indicates that low marks originally assigned students are occasionally changed to higher ones as a result of pressure from various sources. Although the possibility

of an error on the part of the instructor must be recognized, it is recommended that the procedure for changing recorded marks be so arranged that the possibility of error as well as the possibility of changes under pressure will be practically eliminated. Only the instructor who originally assigned the mark should be authorized to initiate a request for a change of the record, and the change should be allowed only on the basis of a clearly demonstrated error in the original assignment of the mark.

A fourth situation is the failure of the requirements for graduation from the College to specify a reasonable standard of scholarship as a basis for granting the diploma. In the graduating class of 1943 four of the twenty-four whose records were examined had grade-point averages of less than "C". The College should refuse to graduate and place its stamp of approval on students whose scholarship is below a satisfactory level. It is true that the College does refuse to graduate some students with very low marks, but the policy in this respect needs strengthening.


A fifth situation is the much too limited program of rewards or incentives for good scholarship. A few such incentives are provided. The College does refuse to recommend graduates for continuing collegiate work unless their average grade is at least a "C". Students who are awarded entrance scholarships are required to maintain a "B" average to continue to hold the scholarship. Three honor scholarships are awarded annually, based on quality of achievement at Frances Shimer. Several named prizes are announced, but almost all of them are for achievement in some special field, and many of the awards apply to extra-curriculum activities. The catalog of the College lists a scholastic honor society, but there is little evidence that the organization carries much prestige on the campus. An honor roll is prepared, listing the highest 10 per cent of the students, and letters are sent to the parents of such students. This is a commendable practice, but the students themselves seem not to attach much importance to the

honor roll. To a limited extent students are penalized by loss of extra-curriculum privileges for an extremely low grade of work. This system of penalties might well be strengthened in an effort to encourage more serious efforts at scholarship on the part of those who are not achieving up to the level of their abilities.

A sixth situation is the heavy dependence of the institution on student fees for its income. Especially in times when the institution is operating below its capacity there is likely to be the attitude that "the customer is always right." In the long run the College will probably attract more students by maintaining an attractive program with high standards of scholarship than with low standards, but in the immediate situation the pressure from heavy dependence on student fees as a source of income is likely to be in the direction of doing nothing that might cause the withdrawal of a student who does not feel inclined at the moment to put forth her best efforts toward scholarly attainment.

The faculty members are well aware of the situation. Several of them stated to the members of the survey staff that they are hesitant to set requirements for preparation and accomplishment in their courses in accordance with standards observed in first-rate institutions. The faculty members are also accustomed to seeing their complaints about students, who are falling far below even the expected levels of accomplishment, handled delicately by the administrative officers having final jurisdiction; the usual verdict is that the student is permitted to stay on, and the faculty member feels that the complaint has only resulted in a black mark on his or her own record instead of that of the student.

The evidence, both negative and positive, as listed above, was further supported by the impressions gained from conferences with instructors. It seems clear that student scholarship at Francos Shiner does not



THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

receive the attention which makes for the most effective instruction. It is recommended that the faculty and administration develop plans to lay greater emphasis on student scholarship, so that students may be encouraged to achieve up to the level of their abilities.

Marks and Examinations

The administrative staff and faculty of the College have been commendably active in studying the distribution of marks and the preparation of examinations. A few suggestions are included here to contribute a basis for further activity along these lines.

The survey staff gained the impression that the marking system at Frances Shimer has suffered from too great a dependence on the properties of the normal curve of distribution. The use of the normal curve as a basis for distributing marks needs to be supplemented by a few points of reference to absolute standards. At the time of the survey visit, for example, it was reported that the students in one class had agreed among themselves to do little or nothing in preparation for the examination, knowing that they would be graded on the normal curve. The result was that all the pointscores were low, and a score of 35 out of a possible 100 points gave a mark of "C". If the instructor in this case had had some norms by which to judge the general level of student achievement on the examination, the grade distribution could have been adjusted appropriately, even in violation of the frequencies based on the normal curve.

In another chapter of this survey report, mention is made of the abnormally large proportion of high grades given by the instructors in music. The application of the usual standards of grade distribution to the fields of music apparently needs further study at Frances Shimer. It is to be hoped that the meaning of the various marks may be understood alike by all faculty members and students of the College.

The faculty of Frances Shimer faces great difficulty in setting up a valid program of examinations because of the vaguely worded objectives of the College and the general uncertainty of the teaching staff regarding instructional purposes. Until the institution defines its aims clearly, and until the specific aims of the various departments and courses of instruction are agreed upon, the examination program must proceed gropingly and blindly, without a compass or chart to give it adequate direction.

**THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY**

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY
CHAPTER III

FACULTY

The heart of any educational institution is its faculty. Unless the college has a capable teaching staff, organized effectively, and working under conditions that make for the highest efficiency of the individual and the group, the institution will fail to achieve the maximum service which its resources permit.

The present analysis is concerned with the faculty of Frances Shimer College as a group. The measures used are in terms of averages and general conditions, and should not be interpreted to reflect in any way on any individual member of the teaching staff. It is the task of the administration to judge the effectiveness of the individual members of the faculty and to reach decisions about promotions, retentions, and dismissals. The survey staff in no way attempts such an individual evaluation.

Certain measures are available by which the general situation within the faculty may be tested and compared with conditions found in other institutions. One of the most useful of these sets of comparative data is that provided by the norms of the North Central Association. These will be used extensively throughout the discussion which follows.

Faculty Competence

An examination of the faculty personnel information submitted for the purposes of the survey, augmented by the even more complete faculty data-sheet maintained by the College, indicates a satisfactory condition of faculty competence at Frances Shimer College. In only a few respects are constructive criticisms applicable. In some instances these criticisms may better apply to the formulation of policies concerning the recruiting of new faculty members than to any adjustments that should be attempted in the present staff.

Table 6 presents the status of the Frances Shimer faculty on each of the items related to faculty competence considered in the North Central Association's accrediting procedure. The actual score for Frances Shimer

Table 6

Status of Frances Shimer College on Criteria
of Faculty Competence

Criteria	Score	Percentile on Junior College Norms of North Central Association
Percentage of faculty with Ph. D. degree	7.14	55
Percentage of faculty having Master's degree (excluding those with Ph. D.)	61.53	10
Average number of months of graduate study per faculty member	18.53	71
Percentage of faculty teaching in the field of their graduate major	88.88	72
Average number of years of experience per faculty member	9.88	80
Average number of books published per faculty member	.368	88
Average number of articles published per faculty member	.263	49
Average number of memberships in learned societies per faculty member	.896	59
Average number of meetings of learned societies attended per faculty member	.421	61
Average number of appearances on programs of learned societies per faculty member	.000	27

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

is shown for each item, and the score is translated into a percentile status in the group of junior colleges accredited by the Association.

For a junior college faculty the presence of a large number of

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

instructors with the Doctorate degree is not essential. Inasmuch as the nature of the work of instruction is primarily general and broad, the completion of a program of advanced study and research may in some instances prove the holder less desirable as an instructor of students who will not be engaged in research. This last statement is not to be construed as a sweeping generalization. Only in those instances in which the concentrated effort in a higher field has caused the holder of the Doctorate to lose contact with the needs of adolescent youth would this criticism be justified. The problem is complicated even more when a junior college essays to include the eleventh and twelfth years as well as the thirteenth and fourteenth. Any reluctance on the part of a faculty member to contribute his services to the lower level as well as the upper would certainly indicate a lack of sympathy for the needs of the age group involved in the four-year unit, a lack of sympathy which might easily hamper the effectiveness of the teacher.

The Master's degree is held by eleven of the twenty-two instructors. Seven others have the Bachelor's degree, one the Doctorate and two have no degrees. Of those possessing the Bachelor's degree only, six teach on the level of the College and the seventh in the Preparatory School. Of the two instructors possessing no degrees, both apparently teach on the College level. Of the seven possessing the Bachelor's degree only, one received the degree thirty-seven years ago; one received it fourteen years ago; two received the degree twelve years ago; one, eight years ago; one six years ago; and one, one year ago. Incidentally, the recipient of the Bachelor's degree in 1943 (one year ago) is the only one of the group who teaches only on the level of the Preparatory School.

Before commenting on some implications from the preceding data, it should be acknowledged that possession of a degree is not a guarantee of efficient instruction, and also that some master teachers now active

possess no degree. Ordinarily, however, it would seem the best policy to consider the possession of the Master's degree as a minimum qualification for a new recruit to the faculty. It will be observed from Table 6 that Frances Shimer rates significantly low on the criterion of Master's degrees; 90 per cent of the accredited junior colleges have a larger percentage of their faculty with at least the Master's degree.

Subsidizing the obtaining of higher degrees by faculty members might be a good investment for the Board of Frances Shimer College to consider. The length of time elapsing since six of the seven instructors received the Bachelor's degree as their highest attainment is sufficiently great to have permitted their securing a higher degree. While all of this group have done graduate work, the very fact that none has completed the requirements for a higher degree indicates the need of some encouragement. It is firmly believed that the granting of such encouragement would result in even more effective service than each is now giving. It is recommended that plans be worked out whereby the College may assist and encourage its faculty members to extend their preparation and to complete requirements for advanced degrees.

It is recognized, on the one hand, in the case of those who possess no degree, that advanced study in the field in which they are working, such as art or music, may not be organized toward the usual academic degrees. On the other hand, if Frances Shimer is to eschew any vocational aims and retain the emphasis on a broad, general education, it is probable that the technical education required to inculcate skills in art might not measure up to the broad aims of the institution. With every possible commendation for the good work the art department has done, it is believed that its efficiency will be increased if each of the teachers without degrees were given substantial encouragement in the forms of leaves of absence and subsidation that they might complete their requirements.

Publication of articles in journals of sound scholarship and the writing of books are not of themselves so significant as is the use of such activities as an indirect measure of the scholarly interests of the author. The same may be said of participation in the activities of learned societies. For these reasons two courses are recommended for consideration by the policy formulating agencies at Shimer.

The first policy recommended is the systematic encouragement of the present faculty members to write for publication and to take a more active part in learned societies. While it is probably true that publication of books and articles and participation in learned societies are valid evidences of scholarly interest, it does not follow that lack of either or both of these accomplishments indicates an absence of such interest. Often their lack may be due to lack of encouragement, and when incentive is provided the less active faculty members may make valuable contributions to the world of scholarship.

The second course that is recommended involves incorporating into the procedure of selecting new faculty members some consideration of scholarly interests and activities, as reflected in plans for publications and connections with learned societies. This may serve not only to attach a larger number of superior instructors to the faculty, but may serve also as an inspiration to those already on the staff who are inactive in these respects.

Commendation is due for the large number of the faculty of Frances Shimer College who have had professional preparation in courses in education. This training should serve well the purpose of affording a means for fusing into an effective educational program the diverse interests represented in the various areas of subject matter specialization. It is recommended that those few faculty members who are deficient in professional preparation for teaching be given encouragement to obtain

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

suitable education for this purpose. Likewise, in the recruiting of new teachers due attention should be given to the professional training of the applicant. The emphasis should always be upon employing and retaining master teachers.

Faculty Organization

The form of the faculty organization in theory is very simple at Frances Shimer College. In line with the small size of the group it is possible to follow a democratic arrangement in which all members participate equally. Actually, however, one factor offsets this seeming example of democracy. This factor is the great influence exercised in the formulation of policy by the Committee on Curriculum and Instruction. Since this matter has been discussed at length in an earlier portion of this chapter, further consideration at this point is not necessary.

If the recommendation of substituting a vertical organization for the present horizontal division is followed, the theoretical simplicity of the present organizational form will be affected by introducing the factor of divisional faculty groups. The benefits which will derive from consideration of strictly divisional affairs by those instructors whose interests are most closely affected will more than offset the minor disadvantages that might occur. In this connection, it is assumed that the further suggestion concerning the plan of the academic dean in the organization will be followed.

Faculty meetings involving the whole staff are conducted twice a month at night. These meetings devote the major portion of the time to a discussion of educational policies. As has been stated above, all members of the staff participate. Little evidence could be found, however, that that faculty group exerts any effective control over academic policies and operations.

It is probable that with a vertical organization into divisions representing fields of study at least half of the general faculty meetings might be replaced by divisional conferences. Under the present arrangement there is a danger of too many general meetings with the result that programs become overly mechanical. The faculty minutes indicate a certain amount of this already.

Fourteen separate faculty committees are maintained, but only half of these were active during the last year. This proliferation of committees is not justified in the light of the small size of the institution and the possibility of combining several areas of problems that would have to be dealt with separately in a larger college. Especially is it undesirable to have so many inactive committees. In view of this situation the survey staff recommends that an institutional study of committees be conducted with the purposes of: (a) consolidating existing committees which are dealing with similar matters; and (b) discontinuing those committees for which there is no apparent need.

Tenure

The evidence indicates a satisfactory condition in the matter of academic freedom at Frances Shimer College. There is a large turn-over in faculty personnel, however, due in the main to voluntary withdrawals. Of the present faculty of twenty-three instructors only seven have been with the institution longer than four years. Nine have been with the institution for two years or less. This condition creates a difficult problem in maintaining any degree of continuity in an instructional program.

One undesirable practice which should receive immediate attention is that of delaying the issuing of teaching contracts for the ensuing year until near the close of the current school year. The obligation for issuing these contracts at least two or preferably three months before the

academic year closes is an important one. The practice of delaying in the dispatch of a duty, the implication of which are of such vital importance to the teacher, should be discontinued. It is recommended that faculty contracts be issued not later than six months before the opening of college in the autumn.

At present the terms of appointment seem rather short. With the exception of the President and Vice-President, all other members are appointed for one year, with appointments renewable for one year only. For new instructors this short period is the best policy, but for those who have been with the institution for several years or who have been advanced to key positions, longer appointments would be better. It is recommended that a policy of long-term appointments be worked out for faculty members; those who are considered permanent members of the staff should be given continuing contracts that do not require annual renewal.

Class Size and Teaching Loads

The student-faculty ratio at Frances Shimer is 3.9 to 1. The institution has a percentile rating of 96 on the North Central Association norms on this point, which indicates that only 4 per cent of the accredited junior colleges have a smaller number of students per faculty member than Frances Shimer has. The low figure for number of students per faculty member is in accord with one of the purposes of the institution, that of individualizing education. There are other aspects to be considered, however, and attention will be given to them at this point.

Closely related to student-faculty ratio is the matter of class size. Table 7 depicts the situation at Shimer. These data have been compiled for five of the seven fields of study, music and physical education being omitted because of the difficulties of comparative computation.

Table 7

Number and Percentage of Classes in Each Size-Group
for Each Level of Instruction at Frances Shimer College

Class Size	Grades IX and X		Grades XI and XII		Grades XIII and XIV	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1 to 8	1	12.5	9	36.0	14	70.0
9 to 20	5	62.5	10	40.0	4	20.0
21 and over	2	25.0	6	24.0	2	10.0

The fourteen classes maintained at the level of the thirteenth and fourteenth grades for groups of eight or fewer students were distributed almost evenly among classes ranging from a single student up to groups with eight enrolled. The objective of individual attention certainly does not demand the maintenance of class groups of fewer than nine or ten students at the junior-college level, yet 70 per cent of all the classes at this level in Frances Shimer had eight or fewer students enrolled. Two classes with one student each occupied the time of one teacher four hours a week. Twenty-five per cent of all the classes in the upper division had four or fewer students.

On the other hand, it would seem that the need for individual attention would be greater for the younger students, especially in a boarding school in which the compensating influence of the home would be removed. At Frances Shimer, the greatest individualization is reserved for the older students.

A further implication of this situation is that the Preparatory School is contributing more than its share to the support of the institution. While seven of its eight classes have enrollments of eight or more (actually all seven have eleven or more students, and six of the seven have

fourteen or more), fourteen of the twenty upper division classes have enrollments of eight or less. This situation seems difficult of justification in the light of the fact that students at all levels pay the same tuition.

In a previous statement it was recommended that the Preparatory School be discontinued. The evidence presented in the preceding paragraph further substantiates this recommendation.

In connection with the present situation it is recommended that steps be taken to reduce the number of small classes. The determination of an absolute minimum below which classes will not be organized is a problem for the staff at Frances Shimer. Further reduction in the number of small classes may result from better educational guidance and the introduction of required survey courses. Until these small classes are eliminated, students at Frances Shimer will be denied the effectiveness of instruction for which they have paid.

The present average teaching load at Frances Shimer, 17.5 clock hours per week, is reasonable. This average, however, obscures some examples of over- and underloading. Generally speaking, the greatest overloading occurs in the fields of science and mathematics and home economics, while the underloading is most noticeable in the fields of language, literature and speech arts, and social science. In all cases of overloading, the equilibrium could be restored by the elimination of the very small classes or the introduction of survey courses.

Recruitment, Appointment, and Induction of Faculty Members

Several aspects of the program of recruitment and appointment deserve mention. This discussion will be kept at a minimum, however, since the points mentioned are for the most part self-explanatory.

At present initiation of appointment comes from the President's Office. The divisional chairmen, that have been recommended as a feature

of the vertical organization, should be able to render assistance in this responsibility. The Academic Dean, recently provided as a part of the College staff to begin work in the autumn of 1944, should be able to assist greatly in the selection of new staff members. For this purpose he should be provided early in the academic year, preferably in November or December, with financial and enrolment analyses that will permit a forecast of staff needs for the coming year. From these data he should be in a position to begin searching for suitable candidates at a relatively early date, thus avoiding hasty decisions later in the season.

In securing data about potential faculty members no attention is given to connections with learned societies or scholarly publications. The desirability of including these factors has been discussed previously.

It should be the policy to invite persons being considered for a faculty appointment to make a visit to the campus of the College. This affords opportunity for the people at the institution to get acquainted with the candidate, and for the candidate to get acquainted with the institution before any decisions are made. Those who are invited to make such a visit should always have their expenses paid by the College.

The matter of sex is considered in the procedure of selecting new faculty members, but the present sex division of the faculty and administration, with twenty-one women and three men, is decidedly unique. Such a predominance of women does not lead to a balanced viewpoint in the instructional program. The survey staff recommends that as new appointments are made the policy be followed of increasing the proportion of men on the faculty.

No formal application blank is used by the College. It is recommended that such a blank be devised. It should make possible securing a preliminary survey of the characteristics of the applicant before the time for the interview. It should assure a complete coverage of all data

deemed by the College to be significant. It should make possible the keeping of a file of potential members of the faculty, thereby reducing the difficulties of locating desirable additions to the staff at the time they are needed.

The College is to be commended for its practice of drawing its faculty from many different universities. At present the staff comes from some twelve different institutions. This diversity of background assures a breadth of view which is highly desirable.

The machinery for the induction of new instructors is centered for the most part in the Committee on Curriculum and Instruction and in a faculty orientation period. The nature of the Committee has already been criticized. It is extremely doubtful if a committee, most of whose members have extensive administrative responsibilities, and which is already saddled with the responsibility for the entire curriculum, even to such minute details as approving the content of a specific course, will find sufficient time for providing the guidance which young instructors need in becoming oriented to the new situation.

The idea of a faculty orientation period is a sound one and should provide excellent initiation of the young instructor into the organization, to say nothing of the benefits which older instructors will derive. To accomplish these results, however, it is necessary that careful planning be made well in advance of the period to provide the type of program needed. Information received by the survey staff leads to the conclusion that such planning has not been successfully carried out in the past. Some of the faculty members last year did not even know that the orientation period was being conducted, because the late announcement failed to reach them.

The lack of certainty as to specific instructional purposes and duties, which was expressed by several faculty members, leads to the

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

recommendation that more definite arrangements be made for the induction of new instructors, and greater attention given to the cultivation of an understanding of instructional purposes and duties for all members of the faculty. This is clearly a responsibility of the administration of the College, and is not a matter that can be discharged effectively by a faculty committee. The appointment of an academic dean should improve the opportunities for effective induction of new faculty members.

Aids to Growth

The College seems not to have realized its fullest possibilities in regard to the aids it provides for the professional growth of its staff. Of the seventeen devices included in the check list only eight have been reported by six or more teachers. On the item of aids to faculty growth Frances Shimer ranks at the thirty-second percentile in the norms for the junior colleges accredited by the North Central Association. In other words, two-thirds of the accredited junior colleges provide more aids to faculty growth than Frances Shimer does. Although some of the aids to growth commonly used may not be practicable at Frances Shimer, it is strongly recommended that: (a) more aids be employed; (b) more instructors be encouraged to make use of the aids that are provided.

At present there is no set plan for faculty leaves of absence at Frances Shimer. The necessity of a regular plan is questionable when employment is for only a nine-months' period. The absence of a regular plan, however, should not prevent the granting of leaves in certain instances in which the efficiency of the individual in his service to the College could be improved by this method.

At present the sole means of recognizing effective instruction, according to the schedules, is through advances in salary. If this means of recognition is accorded after the use of valid procedures for identi-

fyng effectiveness it is deserving of high commendation. While many other factors may and should enter into the determination of faculty salaries, it is much more desirable to follow the plan used at Frances Shimer than to follow a plan of fixed increases based on mere accumulation of years of experience. The method of recognizing instructional excellence by salary adjustments may be enhanced even more if a vertical organization of the curriculum is substituted for the present horizontal one.

Faculty Welfare

There is no plan for retirement or insurance at present, but information was gained that such plans are in the process of formulation. It is to be hoped that the period of formulation will be reduced to a minimum, since both matters are of great importance in the question of faculty morale. It is recommended that the planning of arrangements for faculty retirement allowances and insurance provisions be pushed vigorously.

Faculty housing is unsatisfactory, particularly for those members who live off the campus. This matter could well be made a part of the financial program of the College. Adequate housing might be provided through the medium of gifts to the College. Or it should not be difficult to work out a plan for faculty housing on a self-liquidating basis. Actual construction will, of course, have to await the return of more normal conditions. It is recommended that the Board of Trustees consider the development of a faculty housing project to be undertaken as soon as conditions permit.

There is no provision of facilities for faculty recreation other than those used by the students. While the student contacts are important and should be maintained, nevertheless the interests of the faculty members require the provision of some facilities which are reserved for the faculty exclusively.

Faculty Salaries and Size of Staff

The discussion of the topic of faculty salaries has been postponed purposely so that it might receive a more detailed consideration after all other aspects of the faculty organization and service have been considered. The importance of this aspect of the conditions of faculty service cannot be overestimated. As Haggerty points out, "To a considerable degree . . . good salaries accompany good educational conditions. Poor salaries imply an inferior educational institution."¹

The median instructional salary at Frances Shimer rates at the 63rd percentile on the North Central Association's norms for junior colleges. These norms, however, are based on 1935-36 data, and it is well known that faculty salaries, especially in the junior colleges, have been increased considerably since the years of the depression. The probability is that faculty salaries at Frances Shimer are now somewhat below the average for accredited junior colleges.

The salary level at an educational institution is the resultant of two factors: (1) the amount of money that can be made available for the instructional salary budget; (2) the number of faculty members who are employed. The average salary can be improved either by increasing the amount available for the salary budget or by decreasing the number of instructors among whom the available funds must be distributed.

The analysis in this section of the survey report proceeds on the assumption that the total budget for instructional salaries at Frances Shimer can be expanded a little, but only a little. The fact that the institution has been accumulating a substantial surplus from current operations each year is the best evidence of the possibility of

¹Haggerty, Melvin E., The Faculty, Volume II, The Evaluation of Higher Institutions, 1937, the University of Chicago Press, Chicago.

some little increase in the total faculty salary budget. The calculations that are here made presume to use, for increases in the salary budget, only a fraction of the average annual surplus from the current operation of the College. The more significant part of the analysis is the calculation of the number of instructors that are needed to staff adequately the academic program at Frances Shimer on the basis of present course offerings and enrollments.

It is the purpose of this section of the survey report to show: (1) the total number of teachers needed at Frances Shimer; (2) the present salary cost; (3) the cost of a proposed plan.

In attempting to determine the total teaching staff needed at Frances Shimer, several factors have been analyzed. The first of these is that of the present course offerings. Data were obtained from the faculty records submitted by the College as a part of the preliminary work of the survey. Since the courses in music and physical education did not lend themselves to the procedure used, these courses are treated separately. In the records the courses indicated in Table 3 are listed.

Table 3

Courses to be Taught in Six Fields at Frances Shimer College

Field	Course and Number	Clock Hours Per Week	
		Grades	Grades
		IX-XII	XIII-XIV
Language, Literature, and Speech Arts	English 12	4	
	English 22 (2 sections)	8	
	English 32 (2 sections)		6
	English 44		3
	English 2	5	
	English 4	5	
	Latin 2	5	
	Latin 4	5	
	Spanish 12	5	
	Spanish 22	4	
	Spanish 32		4

UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY
 Table 8
 (Continued)

Field	Course and Number	Clock Hours Per Week	
		Grades IX-XII	Grades XIII-XIV
Language, Literature and Speech Arts (cont'd)	Spanish 34		3
	French 12	5	
	French 22	5	
	French 32		4
	French 24	4	
	French 34		3
	Speech 22	2	
	Speech 32	2	
	Speech 34	2	
	Speech 42	2	
	Speech 36	2	
	Pvt. Speech	3	
Social Science	Humanities 32		4
	Sociology 42		3
	European History 34		3
	Problems in Democracy (2 sections)	8	
	Modern European History 12	4	
	History 22 (2 sections)	8	
Science and Mathe- matics	Biology 32		6
	Biology 12	7	
	General Science 2	5	
	Physiology 42		6
	Physical Science 32		4
	Trigonometry 31	4	
	Geometry 12	5	
	Physics 22	7	
	Algebra 2	5	
	Chemistry 42		7
Home Economics	Home Economics 22	4	
	Home Economics 32		5
	Home Economics 34		8
	Home Economics 42		3
Secretarial Studies	Shorthand 12	4	
	Typing 21-22	8	
	Shorthand 11		4
Fine Arts	Fine Arts Survey 11	2	
	Art History 47	—	2
Total		142	78

If twenty-five clock hours be considered the normal load for subjects in Grades IX through XII, and fifteen hours the normal load for subjects in Grades XIII and XIV, the totals listed in Table 8 reduce to 5.68 and 5.2 instructors respectively, or adding these together, a need for 10.88 teachers.

In addition one may assume that the instructors in Music and Physical Education are now carrying a normal load. These fields require 4.4 teachers (Mrs. Wright's instruction time is estimated by her at 40 per cent of full time), which when added to the foregoing total adds up to 15.28 teachers needed by the present program.

If the recommendation of discontinuing the Preparatory School is followed, several classes will be abandoned, thereby reducing the need for the instructors of these classes. As listed in Table 8, the Preparatory School classes require a total service of 40 hours. On the basis of the usual twenty-five hour load this represents the equivalent of 1.6 teachers. Subtracting this from the previous total of 15.28 leaves 13.68. Rounding this to the nearest unit, it is concluded that the equivalent of 14 full-time instructors would be needed to staff the program of the four-year junior college.

It might be argued that the discontinuing of the Preparatory School and the compensating enrolment in the College will create a need for more teachers on the College level. In the face of the large number of small classes on this level, and the fact that only about thirty students would need to be absorbed, this argument does not seem sound.

Further reduction in the teaching staff might be effected through the introduction of required survey courses into the College. At present the largest class in the College has an enrolment of 45; this is nearly twice the size of the next largest class, the survey course in Humanities, with 25 enrolled. An estimate of the reduction in staff that could be

accomplished by extending the survey course plan would involve a number of approximations and guesses, as the calculation is not carried through in this analysis.

The figure for the present cost of instruction in terms of salaries was determined by taking the total supplied on the faculty records. All parts of the salary paid for duties other than instruction, e.g., promotion work, hall duty, etc., were subtracted from the figure. In the case of individuals who devote a portion of their time to administrative work, this fraction was subtracted from the total. The assumption here is that instruction and administrative work are paid on an equal basis. While this assumption is probably in error, it is believed that the error is not sufficiently great to affect the results unduly. Furthermore, the error is in the direction of inflating the amount paid at present for instructional service. Finally, no individuals who performed administrative work only, the President, the Dean of Students, and the Librarian, were included in the computation. The figures do include that portion of the salary which the faculty record included under board and room. On the basis of this procedure it was found that the total amount expended annually for instructional service was \$33,707.10 or an average of \$2,008.77 per teacher.

These figures do not include the salaries for two of the instructors, one of whom did not give these data on her faculty records, and the other, though listed in the catalog, is not included among those for whom faculty records were supplied. In view of the fact that the relation between faculty salaries for individuals seems not unduly distorted, and that the average salary is the significant figure used in the computation, the assumption was made that the missing salary figures would not materially affect the previous and subsequent computations.

EDUCATIONAL USE ONLY

If a vertical division is substituted for the present horizontal one, five new staff positions will be created, the chairmen of the divisions. Furthermore, it is suggested, contrary to the current practice at Frances Shimer of recognizing no academic rank but that of instructor, that instructors be divided into two classifications for purposes of determining salaries. The basis for making the classification could be years of service in the institution; or, better, the classification could be based on instructional effectiveness. The latter is to be preferred as a basis of classification since: (a) it stresses one of the most important factors in the efficiency of the institution; and (b) it eliminates the disadvantages which follow a system based solely on seniority and automatic advancement.

Salary brackets for the divisional chairmen and the two classifications of instructors might follow a plan similar to that suggested in Table 9.

Table 9

Suggested Faculty Salary Schedule for Frances Shimer College

Class	No. in Class	Salary Range	Average	Total Cost
Division Chairmen	5	\$3200-4000	\$3600	\$18,000
Instructor, Class 1	4	2600-3400	3000	12,000
Instructor, Class 2	5	2000-2800	2400	12,000
Total Staff	14	\$2000-4000	\$3000	\$42,000

The total salary cost of the proposed program, when compared with the present cost of \$33,707.10, represents an increase of approximately \$8,300. It will be recalled, however, that in computing the total

21
salary cost, the salaries of two faculty members were omitted. Though the average faculty salary was computed at approximately \$2,000 per year, one may be conservative and estimate the two omitted salaries at \$1,500 each, or a total of \$3,000 to be added to the total of \$33,707.10 bringing the corrected figure to \$36,707.10. This, in turn, would reduce the difference between the present salary cost and the cost of the proposed scale from \$8,300 to \$5,300, an amount which the college can well afford. The average salary for all teachers would rise from \$2,000 to \$3,000. In other words, for an additional expenditure for instructional service amounting to approximately \$5,300 annually, and by an adjustment of the number of staff members to meet the actual needs of the current program, it would be possible to increase the average instructional salary by \$1,000.

It should be noted that in these salary adjustments the survey staff is not recommending increases in salary to any or all individual members of the present staff. It is the task of the administration to determine whether some of the present instructors are underpaid and to make appropriate adjustments. In the long run the arrangement suggested would permit the employment of a very superior teaching staff at Frances Shimer.

There is no need here to expand upon the many benefits that would accrue to the College if the salary policy is changed as here suggested. Suffice it to say that it is strongly recommended that some such plan be considered for an early adoption. The same principles would apply if the enrolment of the College should expand, and an even greater economy would result in following this plan of staffing for an expanded enrolment.

Chapter IV

MUSIC

As a part of the general survey of Frances Shimer College, a special study was undertaken of the program of instruction in music. This special study seemed warranted both by the prominent place the field of music occupies in the program of the College and also by the presence on the survey staff of one member who is especially interested in and qualified for an analysis of the facilities for music education.

Frances Shimer College has maintained facilities for music study since 1854. Many of its early students came to the College primarily to study music, and this feature of the curriculum has continued to attract the interest of a relatively large number of its students. Currently 63 per cent of the students are enrolled for some form of music instruction. These facts are cited in justification of the special attention given in this survey to the instructional program in music.

Purposes

It appears that music early received attention at Frances Shimer College primarily as a vehicle useful in the development of general culture. A more professional attitude toward music study, however, seems to have been maintained from time to time. Years ago, Emil Liebling, a well-known concert artist and master teacher of piano visited the College at regular intervals for the purpose of giving concerts and holding master classes for advanced piano students there. More recently, some instruction of an elementary nature was given in the field of public-school music methods. At present the College offers a program of instruction in music which is quite extensive for a four-year junior college curriculum.

Careful reading of official publications and of several bulletins designed for the information of prospective students has revealed both purposes and tendencies -- unfortunately never clearly expressed -- to treat the curriculum in music as being functional for the music lover, for the amateur musician, and for the prospective professional musician. The intent to maintain a comprehensive program in music sufficient to meet the needs of these groups is clearly reflected in the following extracts drawn from the above mentioned publications. These extracts have been listed here under three main headings in an effort to clarify the exceedingly diffuse statement of aims and purposes of the institution insofar as they relate to music.

1. Cultural Aims

The aim is to make education real and vital . . .

To this end Frances Shimer has provided a sound curriculum based upon the Liberal Arts ideal, with sufficient Fine Arts work to provide full outlets emotionally for self-expression. Thus the student is stimulated both intellectually and emotionally by . . . contact daily with . . . knowledge and . . . the arts.

Specifically then, the educational objective at Frances Shimer is the cultivation of socially effective personalities.

These statements regarding the purpose of music in the present educational program probably come close to expressing the original viewpoint of the founders of the College regarding the place of music in the educational plan of the institution. These statements also relate fairly well to the attitude of that large group of students who seek only understanding and appreciation -- that group which is usually described as being "music lovers."

2. Aims Related to the Amateur Musician

. . . those students whose interests and aptitudes are clearly defined in music . . . are urged to enjoy the pursuit of these arts and at the same time acquire a cultural background that will be both interesting and useful to them.

The curricula in . . . Music . . . are not meant to be terminal in their character. They are designed to meet the demands of students who desire to continue their general education in college and at the same time pursue an interest or increase a skill.

These statements appear to be directed in the main toward the amateur musician who will probably transfer, at the end of the fourteenth grade, to a degree-granting college or university where she may have the option to elect music as a major leading to the Bachelor of Arts degree and/or to the student for whom the four-year junior college program at Frances Shimer must necessarily be terminal. The latter student would elect the four-year General Curriculum with liberal electives in music.

3. Aims Related to the Professional Musician

To such students [interested in both music and in a cultural background] the curriculum [General] is to be recommended, or one of the more strictly pre-professional courses [Music].

The junior college offers exceptional opportunities for the completion of requirements before intensive application to exclusively professional study of music is undertaken.

Graded courses parallel the work offered by any standard college or conservatory at which the student may continue her work upon graduation from Frances Shimer.

These statements clearly apply to the young musician with professional aspirations. This group of students, by far the smallest in numbers, will plan to attend either a college, university, or conservatory offering four-year undergraduate programs of music study leading to the professional degree of Bachelor of Music. Properly prepared in a junior college, this group should be able to enter upon the third undergraduate year of study in a professional school or department of music graduating two years later with the professional Bachelor's degree.

The use of the phrase "more strictly pre-professional courses" which here clearly relates to the Curriculum in Music offered and/or suggested in the thirteenth and fourteenth grades is confusing and misleading.

Unlike law, medicine, and dentistry, for example, strictly professional training in music begins with the freshman year in college. In the field of music the phrase "pre-professional course of study" is employed to describe the music program, usually elective and in many cases largely extra-curricular, offered during the eleventh and twelfth grades of a standard four-year high-school course of study. It is recommended that the use of the phrase "pre-professional" in the sense employed in the statements of aims and purposes of the college relating to music be discontinued.

Summary of Purposes

It thus appears that Frances Shimer is interested in the development of a program of instruction in music which will be adequate for the needs of such groups of students as the music lover, the amateur musician, and the professional musician -- in this last instance, only through the first two collegiate years of professional music study. This conclusion is further supported by the facts that a two-year Curriculum in Music is listed in the College catalog and that a number of annual music scholarships are awarded solely on the basis of talent and ability in applied music. Interviews with the members of the music faculty indicate that they feel that a serious attempt toward satisfying every possible type of student interest and need, except in public-school music, is demanded of them by the varying types and degrees of interest and talents which their students display. Their personal aims certainly relate to the three sets of purposes discussed above, though they have no clear idea as to just how far the official purposes of the institution require them to go toward meeting this comprehensive program. The existing program of instruction in music will therefore be discussed and examined for adequacy in the light of the recognized needs of these three groups of music students.

While it is not the purpose of this survey of the music program to recommend a continuance or change in the present scope of offerings in music, it was thought desirable to present a brief analysis of enrolment for such instruction. Such an analysis should be helpful in formulating a definite program in this field for the future.

Because of the limitation on the number of units in music earned in high school which colleges and universities will accept for admission, the enrolment was analyzed in three groups: (1) Preparatory, ninth and tenth grades; (2) Lower Division, eleventh and twelfth grades; (3) Upper Division, thirteenth and fourteenth grades -- the standard junior-college grade level.

During the present school year 121 students were enrolled for one or more music subjects; total course enrolments in music were 169. Total course enrolments were distributed as follows: Preparatory, 12; Lower Division, 54; Upper Division, 103. Applied Music enrolments were 9, 22, and 38 respectively -- total 69; Vocal and Instrumental Ensemble 3, 16, and 23--total 42; Music Theory, 0, 1, and 10--total 11; History and Appreciation of Music (omitting duplicates for those who are also enrolled in the Humanities Survey which includes lectures on Music History) 0, 15, and 32--total 47. It will thus be seen that the bulk of music instruction is given to students registered at the Upper Division level, this grade group being responsible for 61 per cent of the total enrolment. For the Lower Division and the Preparatory School the percentages are 32 and 7 respectively.

In respect to applied music, this analysis is not completely reliable due to a peculiar situation which exists in giving credit for applied music. This situation does not affect the analysis insofar as student age-group distribution of enrolments is concerned, but does distort

the picture regarding grade of difficulty in applied music for which students in all three groups are enrolled. Nevertheless, it is clear that the institution is by and large giving music instruction of a grade of difficulty and at the standard age-group distribution common to the thirteenth and fourteenth grade levels. This is what is to be expected of an institution interested in training both the amateur and professional musician at the junior-college level.

Faculty

The institution employs three full-time teachers of music and one part-time teacher -- this equates to 3.4 full-time members of the music faculty. The faculty offers instruction in Applied Music (piano, voice, and strings), choral and ensemble music, theory of music, and history and appreciation of music.

Gladys Gilderoy Scott (Voice, Choral Music and History)

Madame Scott received her training at the Guildhall School of Music in London, and in Paris; coached with several prominent English and American voice and choral men. She had professional experience in opera, oratorio and in concert both here and abroad. Teaching experience in the United States dates from 1920. She enjoys a good reputation both as singer and teacher of voice throughout the Chicago area. Her training may be stated in academic terms as equivalent to a Master of Music degree (voice major) plus an additional eight months of graduate study. She is a member of Mu Phi Epsilon -- national honorary music sorority.

Jane M. Eby (Piano and Theory of Music)

Miss Eby holds the degree of Master of Music (majors in both Public School Music and Piano) conferred by Northwestern University in 1943. Her professional and teaching experience dates from 1937. She is a member of Sigma Alpha Iota -- national honorary music sorority.

Mary Bowling (Piano and Music Appreciation)

Miss Bowling holds the degree of Master of Music (piano major) conferred by the University of Washington in 1939; she also holds Bachelor's degrees in Music and in Liberal Arts. She has also studied privately with several well-known master teachers of piano and composition. Teaching experience dates from 1923; professional experience as pianist and composer dates from 1941.

Lelia Boettscher Wright (Violin and Instrumental Ensemble)

Mrs. Wright holds the degree of Bachelor of Music conferred by Northwestern University in 1931. Her professional experience dates from 1931. She has been a member of the Women's Symphony Orchestra (Chicago) for eleven seasons. She is a member of Sigma Alpha Iota -- national honorary music sorority.

From this summary of training and experience, it will be seen that each full-time member of the music faculty has had an adequate amount of training at the graduate level in the field of her instructional duties. In the opinion of the survey staff, the faculty as a whole is thoroughly satisfactory to serve the needs of both the music lover and the amateur musician. It is also considered adequate to meet the needs of the professional musician through the first two undergraduate years of a professional curriculum, at least insofar as the present curriculum in music at Frances Shimer fulfills these needs.

The criteria relating to publications of books and articles are not directly applicable to the field of music. Reasonable equivalents, however, are appearances as soloists on concert programs of professional calibre and production in the field of original composition. Madame Scott and Miss Bowling should be mentioned in this connection. A number of Madame Scott's concert programs were examined and found to be of high quality. Miss Bowling has a number of original compositions to her credit including a song cycle, lyric piano pieces, sonata for piano, and concerto for piano and orchestra. Several of her manuscripts were examined and found to reveal a definite talent for musical composition. During the present school year Miss Bowling gave a full length piano recital of her own compositions at the College; during the past three seasons she has had appearances as soloist with several symphony orchestras.

The catalog of the institution indicates that the entire academic program is organized into several instructional groupings, one of which is entitled Fine Arts: Music, Graphic and Plastic Arts. Inquiry

was therefore made to determine the relationship of this grouping to faculty organization insofar as it concerned the music faculty. Results were negative as there appears to be no formal faculty organization in music. "Departmental" meetings are held informally "on the stairs." Except for the joint contributions to the survey courses in Humanities and Fine Arts, there is no cooperation of an educational nature between the music and art faculty. It is the impression of the survey staff that the music faculty is largely autonomous in character, though there is probably some small measure of administrative action by the President of the College from time to time.

The average number of clock-hours (approximately fifty minutes) devoted to instructional activities per teaching staff member per week for privately controlled junior colleges accredited by the North Central Association is 17.35 and for accredited publicly controlled junior colleges the figure is 18.05 hours. The teaching load computed on this basis for the music faculty at Frances Shimer amounts to 19.46. This figure is 12 per cent above the average for privately controlled junior colleges and 7.8 per cent above the average for public junior colleges. This somewhat heavier teaching load is to be expected in view of the fact that a considerable portion of the teaching at Frances Shimer is done by private lessons; the present teaching load of the music faculty is not considered at all excessive, particularly in view of the fact that a good teacher of music will not find it necessary to do much preparation for private music lessons. Pupil progress is checked during the lessons and little homework is assigned to students in applied music which cannot be checked during the lesson period.

Three members of the music staff have each attended two or more meetings of national music associations during the past two years; expenses have been borne by the College in each case. Though not normally considered under this heading, the fact that the music staff is paid a straight salary should be mentioned here. This method of payment for teaching ser-

vice is looked upon by the faculty as an aid to growth for all of them have had some experience with the percentage method of payment. They feel that the security of a salary allows them extra time for additional study and original work. Furthermore the survey staff could cite many instances where the percentage method of payment for music instruction definitely hampered growth. Definite commendation should be given the College for the plan of paying the music faculty on a straight salary basis.

Curriculum and Methods of Instruction

As the aims of the College indicate some intent to provide music instruction for the music lover, for the amateur, and for the professional musician, at the thirteenth and fourteenth grade levels, it is necessary to examine the curriculum in music from the viewpoint of adequacy for these three groups of students.

As the requirements in subject matter through the ninth and tenth grades represent the first two years of a standard four-year high-school course, the Preparatory School curriculum need not be discussed here beyond the mere statement that it contains no provision for music study. However, 12 students at this grade level enrol for music as an extra subject, studying applied music only; 2 are enrolled for Glee Club. The four-year Liberal Arts Curriculum (catalog, p. 37) offered in the junior college is also largely prescriptive in character with only three semester hours of electives in the fourteenth year which might be used as music credit. Students planning to enter a college or university who will elect a major in music leading to the Bachelor of Arts degree will elect the eleventh and twelfth grades of this curriculum and then presumably transfer to the two-year Curriculum in Music. These amateur musicians will also find it necessary to enrol for music study in the lower division as extra work. On the other hand amateur musicians who do not intend to carry their college

work beyond the fourteenth grade may elect the General Curriculum and receive credit for twenty semester hours of credit in courses for music study. Students at the Lower Division level enrolled for either the Liberal Arts or General Curriculum are studying music at Frances Shimer. The characteristic enrolment for an individual student at this level is applied music (piano, voice or violin) and the Fine Arts Survey, though a number also participate in the Glee Club. There are 54 course enrolments at this level.

During the early stages of this survey, it was thought that the eleventh and twelfth grades of the Liberal Arts Curriculum could be studied in relation to the Music Curriculum as listed in the catalog and examined for the type of preparation it gave students who would go on to a four-year college and elect a major in music leading to the Bachelor of Arts degree, and for those who would begin their junior-college year of professional study toward the Bachelor of Music degree. During the course of the survey, however, it became evident that the Music Curriculum as listed in the catalog was not really functional but was looked upon by academic counselors as merely suggestive. As all academic counseling is centralized in the office of the Registrar, it seemed desirable to analyze the entire music enrolment at the Upper Division level for the current school year to determine the exact nature of the music curriculum. Results are as follows:

<u>Upper Division</u>				<u>Music Subject Patterns</u>
1	student	enrolled	for	Piano Voice Glee Club Elementary Harmony
1	"	"	"	Piano Voice Glee Club Music Appreciation
1	"	"	"	Piano Violin Ear Training Elementary Harmony

Upper DivisionMusic Subject Patterns

3	students	enrolled	for	Voice Glee Club
2	"	"	"	Piano Elementary Harmony
2	"	"	"	Piano Music Appreciation
2	"	"	"	Music Appreciation Glee Club
1	"	"	"	Piano Glee Club
2	"	"	"	Voice Glee Club Ear Training
2	"	"	"	Voice Piano Glee Club
1	"	"	"	Violin Music Appreciation Glee Club
1	"	"	"	Piano Glee Club Elementary Harmony
1	"	"	"	Piano Music Appreciation Elementary Harmony

All other Upper Division enrolments are for single courses. Thus it is clear that the music curriculum is extremely flexible for the individual student even though the actual number of course offerings is small. Only 20 Upper Division students are enrolled for two or more courses in music and these twenty present thirteen different patterns. Subject enrolments are seen to occur in the following order of frequency: Glee Club, Piano, Voice, Music Appreciation, Elementary Harmony, Ear Training, and Violin. There are no enrolments in History of Music and in Advanced Harmony this year. Solely from the standpoint of the curriculum, it may be stated that three, possibly four, students are receiving adequate preparation during their first two years of college toward the Bachelor of Arts

degree with a major in music. None will be able to enter in upon the junior year of study leading toward the professional Bachelor of Music degree without considerable conditions.

This analysis was further complicated by the fact that the music student does not receive academic counsel from an adviser connected with the music staff and that no effort is made to record a student's major interest. No analysis showing students' majors is made. It may be argued that students do not nor should not specialize at the junior-college level. Yet the fact remains that such specialization is necessary or at least desirable in the field of music. Certainly the music staff thinks of some of its students as specializing in music and the Curriculum in Music indicates that the college administration is willing to recognize such specialization. It is, of course, for the administration to decide how far in the direction of specialization in music it wants to go. In any event the curriculum, both functionally and as stated in the catalog, is in need of considerable revision. Once a decision has been reached concerning the degree of specialization desired, it is suggested that the recommendations for junior colleges offering instruction in music which have been published by the National Association of Schools of Music be consulted as a guide in curriculum revision.

In a preceding section of this chapter reference was made to a peculiar situation in regard to giving credit in the Upper Division for applied music. For some reason, the music staff reports grade results in applied music to the Registrar without indicating the exact course in relation to difficulty. Thus the student record cards indicate credit for "piano - 2 semester hours" etc., with no indication as to whether the student has completed Elementary, Intermediate, or Advanced Piano. The result is that students in the Upper Division are receiving college credit for study in applied music in many instances far below the level for which col-

credit should be given. One example may be cited to illustrate: one Preparatory School student is actually receiving instruction in Advanced Piano, five Lower Division students are receiving instruction in Advanced Piano, whereas six Upper Division students are receiving instruction in Beginning and Elementary Piano and obtaining college credit for it. Similar situations are to be found for violin and voice also. Furthermore, the Registrar does not have this information. This is a serious situation and should be corrected at once.

Information regarding course content in applied music is always difficult to obtain; frequently the music staff has only a relatively vague idea as to what it contains beyond standard technical requirements and standard etudes and studies. Course content is necessarily different to a large degree for each individual student -- such differences are inherent in both the aim and method of instruction in applied music. The music literature available at every grade of difficulty is vast and a varied selection from pupil to pupil is highly desirable. Much information, however, can be gathered over a period of time by a music staff through the use of repertoire sheets made out separately each semester for each pupil. Analyzed over a period of time, much information can be gained which will yield valuable data conducive to the improvement of teaching in applied music. It is recommended that the music staff consider the introduction of such a record system. In addition to being helpful in investigations toward the improvement of teaching, these sheets can become a part of the permanent student records. Such records really constitute syllabi for each individual student.

Methods of instruction which deviate from more standard academic practice were checked in the course of the survey. Several advanced students were auditioned and their performance compared, grade for grade, with typical performances heard at colleges and universities offering profession-

al training in music. Results of this comparison were satisfactory. Student recital programs given at Frances Shimer were checked with standard concerts and professional music school programs; the Frances Shimer programs are fairly representative, both in content and arrangement, of those presented elsewhere by students of the same level and degree of advancement.

Applied music at Frances Shimer is taught by a combination of one thirty-minute private lesson and one one-hour class lesson weekly. Not more than five students make up the class lesson in applied music. The combination of the class and private lesson seems to have been worked out originally for voice students. As the method proved successful in voice, it was later carried over into the fields of piano and violin.

Music educators have found evidence that the class method is frequently successful at the third to sixth grade levels, but there is no generally accepted evidence to prove that the class method is satisfactory for older and more advanced students of applied music, except in the field of voice training. Attempts to teach piano and violin to older students in class have never been as successful as the standard practice of giving two thirty-minute private lessons weekly.

In the course of the survey, classes in voice and piano were audited; as expected, the instruction in voice was quite satisfactory, but that in piano not nearly so. There are several reasons why class instruction may be more suitable for voice than for other forms of applied music. On the one hand the method is successful in voice, first, because the voice student usually begins study at a standard age, fifteen to sixteen, and thus it is possible to assemble small classes which are uniform in age and in training, and second, because the voice is not a mechanical instrument and therefore teaching methods and practices differ considerably from those employed in teaching piano, violin, and other instruments. On the other hand, piano students especially have usually had some training before coming to

an institution such as Frances Shimer. They can begin their training either much earlier or later than the voice student. Note as an example the situation described in a previous section of this chapter, where a Preparatory student is enrolled for Advanced Piano, and several Upper Division students are enrolled for Elementary Piano. Thus it is difficult or impossible to assemble groups of piano students in small classes of similar age and ability.

It is most significant that the music staff at Frances Shimer is not satisfied with the combination method (private lesson and class lesson) of teaching applied music, except in voice. The staff reports difficulty in gathering together small classes which are sufficiently homogeneous to be taught successfully.

The survey staff recommends that a careful evaluation and appraisal be made of the class method of teaching applied music other than voice. Unless there is clear evidence that the experience at Frances Shimer differs from that at other schools of music, serious consideration should be given to a return to the two thirty-minute private lesson system of teaching applied music other than voice. In fact some consideration might also be given to a plan whereby only those students enrolled for Intermediate and Advanced Piano and Violin receive two private lessons weekly and those enrolled for Elementary Piano or Violin receive only one private lesson weekly. Such a change might easily result in a slight reduction of teaching load without impairing the quality of instruction in applied music. If it is felt that some additional instruction is needed at the elementary level, perhaps a single larger class in the fundamentals of music would answer the purpose.

The music staff at Frances Shimer has made no study concerning the problem of marks and examinations. Such a study is badly needed. The faculty of the institution is expected to grade all students on a curve,

but the music staff insists that it is not possible to grade music students in this way. Its own method of grading appears to be purely subjective. While it is not the purpose here to suggest a method for giving marks to the music student, it must be pointed out that students of music at Frances Shimer display a wide diversity of interest, purpose, and talent. Surely all of these students cannot possibly merit relatively high grades, yet only such final marks are given. A study of grades given music students at all levels during the present school year was made. Results were plotted on the standard curve employed by the institution. Briefly, something better than 50 per cent of all music students received final marks of "B" with about 2 per cent receiving "D" grades. There are a few exceptions, but results certainly indicate that something is radically wrong with the system of marking now being used by the music staff. This problem should have immediate attention.

Library

Library holdings in the field of music were examined; the collection of reference books on music is quite satisfactory. The general collection of books on music is considered adequate for an institution interested in serving the needs of the music lover and of the amateur musician; it is not adequate from the viewpoint of the professional musician.

With the receipt of the Carnegie Record Set, a special room was set aside in the College Library where students might come at any time and listen to recorded music. In addition to the Carnegie set, the library owns an additional some two hundred recordings making a total of about twelve hundred recordings. Unfortunately, the Carnegie set was received too late for the inclusion of the miniature scores which formed a part of the original gift set. It is now possible, however, to obtain many American reprints of these miniature scores; these should be purchased

FOR READING & EDUCATIONAL USE ONLY

and coordinated with the Carnegie collection. Here again, the recording library is deemed satisfactory for the needs of the music lover and the amateur musician, but not sufficient for the professional musician.

There is no collection of sheet music or of scores in the library. While not absolutely necessary, it is desirable to include such a collection for the use of both faculty and music students. Such a collection of music should be available on regular library loan. Some music publishers are willing to contribute sample copies of new publications to library collections. It is suggested that the librarian investigate this possibility.

Physical Equipment

The music staff is housed in Dearborn Hall, a two-story brick building containing one combination class room and piano teaching studio, one other piano studio, one large voice studio and eleven (the catalog states eighteen) practice rooms. There is no provision for two-piano practice outside of the teaching studios. It would be very desirable to equip one or more of the practice studios with two pianos. Equipment is not in very good condition. Most of the pianos are due for replacement, at least after the war. The two-piano studios should each have new grand pianos. At present only one piano studio has a grand, an old Steinway which is in need of thorough reconditioning. The grand piano in the Chapel appears to be in good condition but it is not of the best quality of manufacture.

Summary

Any final evaluation of the musical activity at Frances Shimer is difficult in view of the fact that neither the institution nor the music staff has any clear idea of its purposes. Furthermore, a re-statement of purposes, no matter how much it is needed, will have to be formulated in relation to the entire educational program of the institution. Many suggestions have been made in the several sections of this report; these taken

together indicate that the institution is maintaining a program of instruction in music which is functional for the music-loving college student and, to a relatively satisfactory extent, for the amateur musician.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

Chapter V

THE LIBRARY

Building and Equipment

The library of Frances Sumner College is separately housed in an attractive building conveniently located on the campus. The space is adequate for the present needs of the library, and the building has room into which the library could expand if that should become necessary. The total space available in the building is probably adequate for a junior-college enrolment of two or three times the present student body.

The whole atmosphere of the library building is inviting, and the arrangement is conducive to the effective use of books and periodicals. The books are shelved on open shelves in the reading room, where they are readily accessible to readers in the library. The furniture is comfortable and the reading-room space is adequate. A basement room is used for the shelving of little-used books and periodicals and as a storeroom. The second floor provides attractively-arranged space for music and art collections and for special meetings.

The most important shortcoming of the library building is the lack of suitable space for the librarian's office and workroom. The technical processes of library management have to be carried on in the main reading room. The librarian has a desk adjacent to the charging desk, where she is subject to all kinds of interruptions and where the use of a typewriter is somewhat disturbing to the readers. It is unfortunate that some provision was not made in the original design of the library for an office and workroom at the rear of the charging desk. If a separate room could be provided at that point, the librarian would be accessible when needed, and at the same time the technical processes could be carried on without interference from or with the users of the library. The survey

staff has not worked out in detail the plans whereby such an arrangement could be made but it is recommended that study be given to the question of providing some more suitable office and workroom space for the librarian than is at present available.

Books and Periodicals

The collection of books and periodicals is fairly good, though by no means outstanding. The study recently completed for the North Central Association permits the comparison of the library holdings at Frances Shimer College with those of other junior colleges holding membership in the North Central Association. The data for that study show that Frances Shimer ranks at the fifty-first percentile on holdings of reference books. In other words, about one half of the junior colleges accredited by the North Central Association have a larger collection of reference books and about half have a smaller collection. The percentile status of Frances Shimer on holdings of periodicals is slightly less favorable, rating at the fortieth percentile. The conclusion from these data is that the book and periodical collection at Frances Shimer should be rapidly strengthened if the institution is to rate as anything better than an average junior college.

In the course of the survey visit a cursory examination was made of the book collection. The impression gained by that inspection is that the holdings of the library are somewhat spotty. Certain fields are much better represented than others. In general it seems that the field of the social sciences is markedly underdeveloped in the library. It is recommended that the librarian and the faculty give attention to the distribution of the book collection among the various fields, in an endeavor to build up the holdings in the subjects in which they are now relatively weak.

A special problem at Frances Shimer concerns the back files of periodicals. No consistent policy seems to have been followed in the past regarding the binding of periodicals or the completion of periodical files.

Subscriptions have been begun and discontinued, with the result that the holdings are not consecutive.

The whole question of the maintenance of back files of periodicals needs careful consideration by the faculty and the administrative staff of the College. In general a junior college does not need extensive files of periodical literature, such as are needed in degree-granting colleges or in institutions offering graduate work. Most of the reading to which students at the junior-college level are referred is found in books or in current journals or in a relatively few periodicals of older dates. In the judgment of the survey staff there is no need to attempt at Frances Shimer College to complete the bound files of all periodicals that are subscribed for currently. To attempt to fill in the incomplete sets of all the partially complete files would likewise be unnecessary.

It is recommended that the faculty and administrative staff give careful study to the use made of the back files of periodicals, and that only those journals be bound and preserved that are likely to be used. The attempt might well be made to complete the back files of these journals, but the holdings of old volumes of other periodicals might well be disposed of by exchange with other institutions.

Besides the regular collection of the College library the students of Frances Shimer have access to the local public library in Mount Carroll. No information is available concerning the extent to which students use this local public library but the probability is that it adds little to the facilities of the College, except possibly in the field of current fiction. The College library borrows books rather freely for students and faculty members from the University of Chicago library and thus is able to extend its resources when a particular reference is urgently needed.

All the library books of the College are housed in the one central library. In general a centralized administration of library service is

preferable to a decentralized service in a college of this size. Some boarding institutions, however, have found that the setting up of small collections of frequently used books in each dormitory facilitates the use of such material. Consideration might well be given at Frances Sumner to an arrangement whereby each dormitory would have a small library of books that would be most useful to students living in that hall. These books would of course be included in the general college library collection.

The college library is catalogued according to the Dewey decimal system. This plan, though not originally developed for the use of college libraries, is probably satisfactory for a collection as large as that of Frances Sumner. College librarians usually find that the Dewey system needs considerable modification in order to serve the interests of college students. It is the impression of the survey staff that in the past the Dewey rules for cataloguing have been followed too closely at Frances Sumner, and have not been adapted as well as they should have been to the needs of college readers. For example, books on the general topic of "The Family" are found shelved under at least three separate subject groups, philosophy, anthropology, and sociology.

As long as the library is small the lack of consistency in cataloguing and the failure to adapt to college needs are not of great importance. As the library grows in size, however, the importance of these matters increases at an accelerating rate, and also the cost of making changes becomes more and more prohibitive. Because of these circumstances it is recommended that as soon as practicable a complete reclassification and re-cataloguing of the books in the library be undertaken. This work could not be done during the school year with the present staff.

The card catalog consists mainly of handwritten annotations on blank-written cards. Only in recent years has the policy been followed of obtaining printed cards prepared by the Library of Congress. The printed cards

have great advantage, both in cost and in service rendered.

The small size of the Frances Shimer library has made the matter of catalog cards relatively unimportant in the past, but the book holdings are now at a point where an efficient card catalog is necessary. It is recommended that as rapidly as possible the old handwritten and typewritten cards in the library catalog be replaced by printed Library of Congress cards. To carry out this recommendation will require service beyond that which the present librarian can render. Possibly an additional staff member to assist the librarian could be obtained for the previously recommended project of recataloguing and reclassifying the library and for the modernization of the card catalog. An alternative would be the employment of the present librarian for the summer months to work on this project.

The Library Staff

Frances Shimer College is fortunate in having the services of a competent and professionally-trained librarian. The librarian does much more than the routine work of managing the library. By her sympathy and tact she has won the confidence of students and they consult her on all sorts of personal and academic problems that are not directly connected with the use of the library. The College is fortunate to have such a person in its organization, but care needs to be taken that a willing worker is not overloaded.

The librarian has only a limited amount of part-time student assistance for the operation of the library. Since the most mature students available for service are only college sophomores, and since none of them are likely to have had any technical training or previous experience in library work, their usefulness is limited to the most routine elements of book circulation. The one professionally-trained librarian must therefore be responsible for all the technical processes, including book selection,

ordering, cataloging and classifying, and the reference work.

The relatively small enrolment of the College reduces the demand for reference service, but the other processes are not particularly related to student enrolment. That is, Frances Shimer College must select, purchase, catalog, classify, and house about the same number of books as would be required for a junior college of three or four times the present enrolment. This means that to obtain adequate service in these technical processes without overloading the professionally-trained staff, it is necessary to have a somewhat larger staff than would be justified on the basis of enrolment alone. The desirability of a professionally-trained assistant to the librarian has been mentioned previously in connection with the recommendation for reclassification and recataloguing in the library and the modernization of the card catalog.

The Financing of the Library

The studies for the North Central Association, previously referred to, permit the comparison of the expenditures for library books and periodicals at Frances Shimer College with the expenditures for similar purposes at other junior colleges accredited by the North Central Association. The data indicate that Frances Shimer stands at the thirty-sixth percentile on this point. In other words, almost two-thirds of the accredited junior colleges spend more money annually for library books and periodicals than is spent at Frances Shimer. The fact that the percentiles at Frances Shimer for expenditures for books and periodicals are somewhat below those for holdings of books and periodicals probably indicates that Frances Shimer has not increased its purchases of books and periodicals in recent years as rapidly as other junior colleges have done.

Both from the observations with respect to the present holdings of books and periodicals and also from the comparisons of the expenditures at Frances Shimer with those at other junior colleges, the conclusion seem

clear that the institution needs to develop its library collection more rapidly than in the past. It is recommended that increased funds be allotted for the purchase of books and periodicals, to the end that the library collection may be strengthened and improved.

The North Central Association study also permits a comparison of expenditures per student for library staff salaries at Frances Shimer with those for similar purposes at other accredited junior colleges. At this point Frances Shimer rates at the eighty-ninth percentile; in other words only one institution in about every nine or ten spends more money per student for library staff salaries than is spent at Frances Shimer. The interpretation of these data is somewhat different from the interpretation of the data on expenditures for library books and periodicals. The latter is a total figure, representing merely the total amount spent for books and periodicals. The expenditure for books and periodicals is not related to the number of students because the needs of the library for such materials are determined by the scope of its curriculum rather than by the number of its students; the number of books needed and the expenditure for new books would not be greatly affected if Frances Shimer had two or three times as many students as it now has. By contrast, the percentiles for library salaries are based on the theory that the needs for library staffs are directly affected by the number of students.

The probable reason for the high percentile status at Frances Shimer on the item of expenditure for library salaries per student is the relatively small enrolment in the institution. That is, to obtain the figure on which the percentile is based, the total expenditure for library salaries is divided by a relatively small number, the enrolment of the college, and this results in a relatively large expenditure per student and consequently in a high percentile status. It is the opinion of the survey staff that even though the percentile status of Frances Shimer on expendi-

ture per student for library staff salaries is relatively high, additional expenditures for staff, as previously suggested, could be justified.

The library has been somewhat handicapped in the past because of the lack of budgetary procedure. The librarian has had no assurance of any given amount that may be spent for books and periodicals. During 1943-44 the procedure was changed so that the librarian was informed of a fixed amount that could be spent for library books. The library budget was a single lump sum, not allocated by departments, and not "justified" by an analysis of departmental needs. The librarian is solely responsible for the selection of library books, and places book orders directly without benefit of a centralized purchasing procedure. It is recommended that the policy be continued of setting up a definite amount as a budget for the purchase of library books and periodicals during the fiscal year, and that the amount set up be justified by an analysis of the needs of the departments and of the general reference collection of the library. The librarian should be given authority to recommend the purchase of needed books and periodicals up to the amount of the appropriation.

Use of the Library

The critical test of the effectiveness of the library lies in its use by faculty and students. No matter how attractive and commodious the building may be, or how large and well-selected the book collection may be, or how competent the staff may be, or how well-financed the library may be, unless students and faculty use the library extensively its purpose is not achieved.

The general conditions of the library of Frances Smimer College are all conducive to effective use by the students. The building and its appointments are attractive, the books are on open shelves where they are readily accessible to readers, and the librarian keeps careful records of

**THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY**

the book circulation and the reading done by each student. The analysis of the use of the library has even proceeded to the point where the librarian has statistics on the number of students who are free from classroom and other assignments at each daily period and where the number of library users can be calculated in terms of a percentage based on the total number of students who have time available for using the library at each period. These efforts to study the use of the library are commendable and should be continued.

At best the efforts put forth by the library staff can have relatively little effect on the use of the library by students. The most important determinant is the attitude of the faculty. If the faculty is "library minded", that is, if they believe in the library as an effective instrument of instruction, they will see to it that students are suitably encouraged and motivated to make extensive use of the library. If the faculty does not have this attitude, the most sincere efforts of a competent library staff avail little in getting the library used as an effective instrument of instruction.

Statistics of library use are generally difficult to interpret in comparative terms among institutions. While it is useful within an institution to study trends of library use, differing circumstances of institutions, and particularly the differing extent of reading which does not get recorded in the statistics of use, make hazardous the drawing of conclusions as to whether the students at one institution use the library more intensively than those of another institution.

Members of the survey staff gained the impression that there is much room for improvement in the extent of student use of the library at Frances Shimer College. This impression was gained partly in conversation with faculty members, who reported that they could not or did not expect

students to use the library as extensively as students would do at certain other high grade institutions. This impression was also confirmed by the observations of members of the survey staff, who found very few students using the library at the time it was visited. Perhaps the weather was too pleasant for studying indoors at the time of the visit. The time of the visit, however, was near the end of the academic year, when many students normally concentrate their greatest use of the library, in preparation of term papers and reports and in reading for final examinations.

The number of readers in the library at the time of the survey visit contrasted very unfavorably with the number of students who were practicing for the Horse Show, or who were making ready for the May Fete, or who were spending a pleasant afternoon lolling on a grassy slope on the campus to get a suntan. One gathered the impression that the Horse Show and the May Fete and a coat of tan were more important, in the minds of the students as they neared the end of the academic year, than concentrated study in the library. As long as such an attitude is condoned or encouraged by the faculty and administration, it will be difficult to develop any effective use of the library in the instructional program of the College.

**THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY**

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

Chapter VI

STUDENT PERSONNEL SERVICES

The student personnel service program of an institution can ordinarily be studied in relation to its expressed aims and purposes. Inasmuch as the aims and purposes of Frances Shimer College are stated in highly general and diffuse terms, it has been felt necessary to discuss and evaluate its student personnel program partly from the viewpoint of what the survey staff believes the real purposes of the College to be, and largely in relation to what are generally considered good practices and procedures in student personnel service.

Student Recruitment

For its size, the College maintains a rather extensive program for recruiting students. The program includes national advertising prepared by N. W. Ayer and Son, direct mail solicitation, maintenance of a public relations office in Chicago, and the part-time services of two field representatives, one in Detroit and another in Milwaukee. Field representatives are expected to follow up leads in their vicinity furnished them by the College. They are paid a straight salary. Recent figures on enrolments resulting from the activity of field representatives and from the national advertising program were not available. A tabulation of results of Ayer-placed advertising of two years ago indicated advertising cost per enrolment at that time to be about \$70.00. In 1943-44 approximately \$32 per student enrolled was spent for publicity and student promotion. These figures seem high, though probably not out of line with expenditures for this purpose in other institutions of a similar type.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

Field representatives are supplied with a series of publications designed for the information of prospective students. Included in this series are the College catalog, a large and beautifully illustrated booklet entitled "A Day at Frances Shimer," a group of three folders on Art, Drama, and Music, a smaller, beautifully illustrated booklet on student life, and a group of smaller mailing pieces. Almost without exception, the statements made in these several publications gave evidence of careful and thoughtful preparation. In a few places, however, statements were found to be inaccurate and therefore somewhat misleading. For example, the folder on Music contains a reference to "Dearborn Conservatory." Properly employed by field representatives, these publications should give prospective students and their parents a clear and accurate picture of the College.

Field representatives are permitted to make recommendations to the College regarding scholarship awards for new students, but the final decision on the award of scholarships is not made by the field representatives except in the case of students who are automatically entitled to a rebate in fees. Sound practice requires that field representatives have no authority over the award of scholarships that are based on judgments of the quality of applicants. Continuation is recommended for the policy of placing full responsibility for the assignment of scholarships in the hands of the academic officers of the College.

In addition to the recruiting practices enumerated above, the President, Registrar, and one member of the faculty represent the College in the field on occasion. The faculty member makes it a special practice to attend especially the "Go to College Days" held by high schools of the surrounding area. Prospective students

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

are invited to visit the College during seasons when extra-curriculum activities are at their height. For example, such invitations are extended for the annual May Fete and Horse Show.

The College prefers students of all levels of ability and from all income groups. It prefers a few foreign students -- they make "good publicity." It does not prefer students from any one religious denomination, but does limit the Jewish enrolment to about 10 per cent of the total enrolment. It thus appears that the primary purpose of the recruitment and guidance program for prospective students is to keep the enrolment of the College up to capacity; certainly no special educational aims are indicated by the recruitment program.

Admission

Requirements for admission to the College vary quantitatively relative to grade level at which admission is sought. Students are regularly admitted to the Upper Division upon presentation of sixteen high-school units, but may be admitted conditionally on fourteen units of high-school credit. A limited number of physically handicapped students are admitted each year. In general, it is not considered wise for an institution to accept such students unless a remedial and corrective program is maintained through which such students may receive the special attention they require. Foreign students are admitted with or without transcripts of credit, but in either case they are graded partly by placement test results, but largely by chronological age. It is suggested that transcripts of credit presented by foreign students be sent to the United States Office of Education in Washington for evaluation; this service is

available to all schools and colleges.

As a consequence of the College's interest in young women of all levels of ability, no qualitative standards for admission have been set up at any grade level. The College does assemble a limited amount of information regarding its new students, such as the results of English and psychological tests, personality ratings, recommendations, and medical histories. These should enable it to form some estimate regarding future success in school work. The survey staff, however, found no indications pointing toward consistent procedure for utilizing this information in the selection of students.

In view of the fact that the College now enjoys a capacity enrollment, it would seem an ideal time for the introduction of qualitative admission requirements. Such standards might be based upon previous academic record, rank in graduating class and, especially in marginal instances, on results of psychological tests, considered together with personality ratings and recommendations of former teachers and school officials. It is recommended that qualitative admission requirements be introduced; for example, students whose previous academic record places them in the lower fourth of their class might well be denied admission at either the Lower or Upper Division levels.

Orientation

The six-year educational program of the College embraces the entire developmental period of adolescence. This fact complicates practically every phase of the student personnel service program. The orientation plan now in operation is designed primarily for students enrolled in the Lower and Upper Divisions, and in fact major

emphasis is placed on the needs of the Upper Division student. Thus, the present program is not at all functional for the Preparatory School student.

In the opinion of the survey staff, a special orientation program should be worked out for the Preparatory School student if this unit is to be continued. If such a program is approached functionally, it will differ considerably both in subject matter and in methodology from the present all-inclusive orientation program. The Christian Service League now sponsors a program whereby college girls volunteer to act as "big sisters" to incoming, younger students. Perhaps this practice might be utilized in carrying out an orientation program for the younger students. The program might be placed in charge of the Dean of Women who would work in cooperation with the League, the "big sisters," and the head resident in charge of the Preparatory School dormitory.

The present orientation program provides for a "Freshman Week" period during which individual and group conferences are held with all new students. English and psychological tests are also given during this period and registration of new students is completed. The orientation program is carried forward throughout the entire year by a series of Chapel programs. The schedule is as follows:

- | | |
|----------------------|--|
| Tuesdays | Hygiene (grades 13 and 14) |
| Wednesdays | Current Events (all grades) |
| Thursdays | Orientation (all new students, 1st semester) |
| | Vocational Guidance |
| | Student Programs) (all students, 2nd ") |
| Fridays | Religious Service (all grades) |
| Saturdays | House and Hall meetings (alternate weeks) |

Several of these topics need some discussion. It is considered doubtful that the Preparatory School student will get a great deal

out of a series of lectures on current events which have been designed primarily for the older student. It would be helpful in planning future programs if a study were made to determine the degree of interest in, and the comprehension of, the younger student in connection with a series of lectures such as these. It is the "readiness" factor which is here being considered. The twelve lectures entitled "Orientation" are devoted largely to the technique of study, writing, note taking, and use of the library. While topics such as these are of value to the student, many of them can be handled more efficiently in an elementary course in English composition where the treatment of these topics is directly related to the grade level of the class. Here again the "readiness" factor is being considered. If the number of lectures on study techniques were reduced, opportunity would be had for discussions of other topics of general interest and utility.

In summary, the orientation program is relatively satisfactory when considered from the viewpoint of the needs of the older student of the College. However, from the viewpoint of the needs of the Preparatory School student, the program leaves much to be desired. It is suggested that an orientation program be worked out especially for the younger student if the Preparatory School is retained.

Student Records

Permanent academic records relating to the individual student's achievement at the College are filed in a special fire-proof filing cabinet in the office of the Registrar. Transcripts of each student's previous scholastic work are also filed in the same office; however, these records -- including both academic and non-academic

information -- are kept in a wooden filing cabinet. It is recommended that all student records be kept in a fire-proof cabinet.

Several years ago the College lost a number of its older student records in a fire. Many of these were saved in part, but related material and information were destroyed. As a result, some of the older records can be translated into modern academic terms only by the present Registrar of the College who has been associated with the institution for many years. There is literally no one else who can interpret these older academic records accurately. It is recommended that either these records be re-worked into modern academic terminology or that the Registrar write out explicit directions for the interpretation of them. If the latter course should be decided upon, these directions should be filed with these academic records in a fire-proof vault.

The academic records of an institution should contain a summary of the previous scholastic work of its students. The permanent record file at the College lacks such a summary. However, official transcripts of each student's previous scholastic work are contained in the general information files in the Registrar's office. The file folder in which all other information regarding the individual student is kept is imprinted with space provided for a summary of previous scholastic work, personal information, personality graph, mental test results, subject matter test results, academic record at the College and scholastic honors. The files for the present enrolment were examined; the summary folders have been kept up to date. This general student file lacks only such information as is kept by the Dean of Women and the Infirmary. Academic records of students enrolled at the

College in recent years have been carefully kept. For transcript forms are used: for the Preparatory and Lower Division student transfers, the uniform blank recommended by the National Association of Secondary School Principals is employed; for the Upper Division transfers, a form is employed which summarizes the student's previous scholastic record and lists the college credits earned at the College; an explanation of the grading system is also imprinted on this form. Both forms are very satisfactory.

As indicated above, a considerable amount of non-academic information is tabulated on the file folders containing academic and general information and correspondence. However, these files generally do not contain special reports from instructors, summaries of interviews with advisers or health records. Health records are filed at the Infirmary and personality ratings are in the files kept by the Dean of Women. It is unfortunate that complete information about each student is not readily available to faculty and advisers. Even though a certain amount of duplication would be necessary, it is considered highly desirable that all available information about the student body be centralized. Further suggestions regarding student records will be found elsewhere in this report.

Counseling Program and Procedures

The counseling program and procedures of the College are in a disorganized state; there is no one individual responsible for the student personnel service program of the College. Many of the student personnel functions are not definitely assigned to any one individual or group. A listing of the individuals and committees who participate in the program should prove enlightening: President, Reg-

istrar, Dean of Women, Faculty Advisers (including every member of the faculty), four Hall counselors, the Christian Service League, the Committee on Instruction, the Vocational Guidance Committee, and the Student-Faculty Council. The survey staff was unable to discover any one group or individual responsible for the co-ordination of the activities of these individuals and groups insofar as such co-ordination related directly or indirectly to the student personnel service program.

As might be expected, there is considerable confusion and lack of understanding of inter-relationships because of the number of individuals involved and because of the absence of co-ordination. Many of the individual advisers are not at all sure of their duties and responsibilities with respect to the students assigned to them, and several of the groups are duplicating the activities of other groups or individuals. For example, the relationship between the Dean of Women, the Faculty Advisers, and the Student-Faculty Council are not defined. The same action is taken now by one and then by the other. Discipline is meted out somewhat indiscriminately by the President, the Dean of Women, the Student-Faculty Council, and the Committee on Curriculum and Instruction; still other agencies such as the Hall Councils deal with minor violations.

The foregoing comments should not be interpreted to mean that the individuals and groups concerned with student personnel service are not sincere in their efforts to serve the best interests of the student body. Nothing could be further from the truth. In an effort to clarify the situation somewhat, the activities of some of the individuals and groups will be further discussed.

Frances Emma College Survey

Faculty Advisers. The system of faculty advisers was introduced for the first time in the autumn of 1943. The action resulted from a suggestion made by a member of the Board of Trustees to the effect that both students and faculty might find it mutually beneficial if those faculty members interested in educational counseling be assigned responsibility for the academic guidance of the student body. For some reason, it was decided to make every faculty member an adviser. This is a practice fraught with many difficulties, for not all faculty members make good advisers. Until this action was taken, educational counseling had been the responsibility of the Registrar. Unfortunately, the administration of the College did not set up any definitive relationship between the Registrar and the Faculty Advisers. Similarly, it appears that the Faculty Advisers were also asked to do some personal counseling. Here again, no definitive relationship was set up between the Advisers and the Dean of Women. As a result, there is confusion as to both action and purpose, especially in the minds of the Advisers.

The Dean of Women. The Dean of Women is apparently looked upon as the chief personal counselor of the College; she is also expected to be a major disciplinary officer. This combination of duties is singularly unfortunate. It is a cardinal principle in student personnel service that the duties of counselor and disciplinarian be separated as widely from one another as possible; these functions should never be lodged in the same individual or group. Students singly will not voluntarily seek advice on personal matters from the individual who is responsible for disciplining them. As a result, the chief function of the Dean of Women at the present time is that

of a disciplinarian. Students go elsewhere for personal advice -- to the Librarian, for example.

It is not necessary to discuss the functioning of groups and individuals concerned with personnel service further; these examples should be sufficient to indicate the need for a thorough revision of the organization of the student personnel service at the College. This should be a matter of primary administrative concern during the coming academic year.

Regardless of what administrative reorganization is made, the advisory system will not function well unless every possible fragment of information is collected about each student and then centralized and made available to both counselors and faculty. A series of reporting forms has been worked out by the College for the use of Faculty Advisers; however, a checkup on such information as to availability revealed that little or nothing in the way of summaries of personal interviews with students was contained in any of the files of the College. Such information is useful in all counseling -- academic, vocational, and personal. Information on student health is kept in the Infirmary and thus not readily available.

The testing program of the College is being expanded. As yet test results have not been collated sufficiently to be of much assistance to advisers of students.

The vocational guidance program introduced a number of new tests during 1943-44. As the program has so far been entirely voluntary and focused on the high-school student group, only forty-six students took the tests and availed themselves of the opportunity for vocational guidance. It is suggested that the program be extended to include the

Upper Division students and that effort be made to acquaint all students with the purposes of the vocational guidance program. Four of the assembly speakers this year spoke on vocations; one was from a secretarial school in Chicago, one from the Federal Bureau of Investigation and two from industrial concerns now engaged in the war effort. A member of the faculty committee on Vocational Guidance reports the opinion that these speakers were not of much aid to the students of the College. Little planning had been done at the time of the survey visit to select carefully a representative group of speakers for the coming school year. Much remains to be done to make the vocational guidance program effective.

The survey staff has the following suggestions to make concerning steps toward a re-organization of the program for student personnel service especially in relation to counseling.

It is understood that the College has appointed an academic dean for the coming school year. It is recommended that the student personnel service program be co-ordinated under the direction of this administrative officer. Relationships between the Academic Dean, the Dean of Women, the Registrar, the Faculty Advisers, and the Student-Faculty Council should be defined in clear and unmistakable terms. Once this relationship has been set up, there should be no duplication of duties or responsibilities. Each individual or group should be considered functional for the duties assigned. It is recommended that a special faculty committee be created and assigned full responsibility for taking action in all serious disciplinary cases; the actions of this committee should be final, except for an appeal to the President. It is recommended that student records be

centralized, and faculty and administrative officers encouraged to make full use of them. It is recommended that the vocational guidance program be publicized and extended to include service to Upper Division students.

It might be advisable for the College to secure the services of specialists in the field of student personnel service to help in this re-organization of the program, to educate the faculty to the use of this service, and to explain its benefits. The College might consider the advisability of securing the services of graduate students specializing in this field at one of the universities in the Middle West. Such graduate students might be employed on a quarter or semester basis. In some such manner as this the College could obtain the service of specialists who could contribute toward the development of a program of student personnel service which would be genuinely functional for the needs of its students.

Extra-Curriculum Activities

The program of extra-curriculum activities encouraged and sponsored by the College needs little comment. It is excellent in most respects, although the program of religious activities should be improved and expanded. The religious life and activities of the College are discussed fully in the following section of this chapter.

It is recommended that a careful check be maintained over the extra-curriculum activities of individual students to avoid over-participation on the part of a few. In checking the health records, it was discovered that a considerable number of students come to the Infirmary "to rest." An interview with the nurse revealed that this use of the Infirmary is due in part to the crowded schedule of some

of the students in the dormitories, and that many of the students were "tired out from too much sports."

Religious Life

Attention has been called in an earlier chapter to the affiliation of Frances Shimer College with the Baptist church, and to the religious background which has influenced the original establishment and the entire development of the institution. In that connection it was pointed out that relatively few Baptist young people are drawn to the College as students, but that the great majority of the students profess membership in or adherence to some church.

The background of the College would most certainly lead to the expectation that a strongly emphasized program for the cultivation of the religious life of students would be maintained. It is true that the statement of aims furnished by the College indicated "abundant opportunity to participate in religious activities." The survey staff could find little evidence that this aim was effectively achieved, and there seemed to be a serious lack of organization in the entire religious program. This does not reflect a lack of interest, desire, or intent on the part of the administration. Many members of the administrative staff and faculty are genuinely concerned with an improved religious program.

Chapel occupies the assembly period, 8:00 to 8:25 a.m., three times each week. Only one of these meetings purports to be religious in nature; faculty members state that the religious phases of this one meeting are frequently postponed in favor of some other available attraction of a non-religious sort. The organization known as the

Chapel Singers is composed of an excellent group of voices trained to serve as the choir for religious services. Active leadership in the planning and leading of chapel worship can contribute much to the life of the school. The survey staff recommends that the College give a more definite place to chapel services of worship. The desirability of short daily services should be considered in the light of the particular program and student body.

Vespers is a non-religious Sunday evening assembly. Attendance is required. It is true that prominent clergymen are among the speakers at this meeting but it is not a vesper service as usually conceived. Three of the programs during 1943-44 were sponsored by the Christian Service League. It is suggested that this practice be continued if desired but that the name be changed to "Forum" or "Town Meeting" or some other phrase which will more accurately describe its nature reserving the term "Vespers" for a distinctively religious service.

Church attendance on Sunday is not required but encouraged. The ministers of Mt. Carroll find it difficult to serve the interests and needs of Shimer students who may attend their services. Because of this Shimer girls are not attracted to any of the churches of the city. To compensate for this obvious lack a plan was projected during the last year of providing a short worship service at 12:30 p.m. preceding dinner at 1:00. It was felt that this could not be considered competition to the town churches but would be of value to the students. However, the plan did meet with considerable community criticism. It was not promoted because of this feeling and because of lack of time needed to give leadership to it. It does seem to be a

commendable solution, however.

Although the catalog lists two courses in religion (History and Literature of the Old Testament, and History and Literature of the New Testament), no courses have been offered in religion in the past two years because of the inability to find a suitable replacement for the former teacher of the courses. In a paper dealing with the function of the school, prepared during the discussion of aims and purposes which took place during 1942-43, it was suggested that courses in religion could not be offered because of the varied sectarian interests of students and faculty. This statement rests upon a misunderstanding of the study of religion. Sectarian instruction would certainly be out of place in a liberal arts curriculum but an understanding of the nature of religion, its function in life, the values it promotes and its place in culture and society is an essential part of education. To leave out a factor which has been so determinative of human history or to slide over it as a part of political history is to leave the student inexcusably ignorant of a large segment of our culture. Courses in religion which would aim to acquaint the student with the cultural influences of religion, with the personal contributions it can make in integrating personality, with the literature of religion and the personalities who have given expression to it not only can but ought to be a part of the curriculum of general or liberal education. There is an abundance of material which not only avoids all sectarianism but does much to reduce its undesirable effects.

Religious counseling at the present is limited to incidental questions which may come to the Dean or Hall Counselors. Yet according to a recent study by V. F. Larsen,¹ many of the tensions felt by

¹V. F. Larsen, Religious Tensions of College Students. Ph.D. thesis, University of Chicago Library.

college students are religious in nature and can be identified and resolved only by what is distinctively religious counseling.

The Christian Service League is an organization of the entire student body which is headed by an active cabinet. During the Christmas season the C.S.L. sponsored a bazaar as a means of raising Red Cross funds. During the Lenten season discussion groups in religion met under the leadership of the Dean of Women. A "Quiet Room" was prepared for private worship. During Holy Week the C.S.L. prepared and presented with the direction of Madame Scott, Miss Eby, and Dean Lane an effective pageant. It was presented a second time in one of the churches of Savanna.

There is the beginning of a religious program at Frances Shimer. There certainly is genuine concern and interest. Under definite leadership with improved organization the worship services -- chapel, vespers, and church -- can be of increased value. Non-sectarian courses can be put into the curriculum and a definite religious counselor or counselors appointed. The Christian Service League can continue to serve as a means of participation and expression. It is recommended that definite efforts be made to improve the opportunities for religious life at Frances Shimer.

Financial Aids to Students

During 1943-44 twelve students received scholarships ranging in value from \$100 to \$200; some of these were awarded on the basis of excellent scholastic records, others for proficiency in fine arts. In addition, grants of aid ranging in value from \$100 to \$200 were given to thirty students. These grants of aid were given to children

of faculty members, of clergymen, of army officers, of educators, and of widows.

An important difficulty with the present program of scholarships is that it is supported almost entirely out of current, undesignated funds. In fact, an analysis of the income of the College from all student sources and the expenditures for all purposes in 1942-43 indicates that two-thirds of the amount used for scholarships (\$4,900 in total) was derived from the fees paid by other students. This is doubtless an unintentional experiment in socialism.

A number of students are employed by the College doing clerical and other tasks. This group received compensation in amounts varying from \$25 to \$200 during an academic year.

During the year 1942-43 a student loan fund of \$200 was created, but apparently no loans have yet been made from this small fund. The advisability of financing education at the junior-college level by means of student loans is open to question. Most students will have increased their earning capacity very little by the studies they have pursued at Frances Shimer. Those who will transfer to a degree-granting institution should not be financed by loans because of the long time that must elapse before the student can earn the money to repay the loan. Sociologists such as Popenoe have raised serious criticism against the practice of lending money to women students, because of the accumulation of evidence indicating that marriage may be unduly deferred or marital relations complicated by the woman's debt for college expenses. For these reasons the survey staff does not recommend the attempt to build up a large loan fund for the aid of students at Frances Shimer.

The program of financial aid to students at Frances Shiner College seems to be reasonably adequate for the type of students enrolled. It would be advisable, however, to develop sources for scholarships so that the burden on the current funds for scholarship purposes may be reduced or eliminated. There has been some interest in collecting a special fund which would provide additional non-repayable aid for students who, though worthy, are not qualified for scholarships under the present arrangements. In the interest of democratizing the opportunity for attendance at Frances Shiner, it is recommended that funds be sought for special scholarships for the aid of needy and worthy young women who would like to attend the College.

Health Service

Student health service at the College is unsatisfactory in several respects. The Infirmary contains two five-bed wards, and living quarters for the nurse and for a student helper. It is provided with a small kitchen where special diets may be prepared. A small office for the nurse is used both as a dispensary and first-aid room. Equipment, except for hospital beds, is sub-standard. The plan and arrangement of the Infirmary makes satisfactory isolation impossible, as neither ward can be closed off to provide separate kitchen facilities or separate entrance and exit.

Medical service is not available on campus, except minor treatments administered by the nurse. The nearest hospital is some ten miles distant from Mount Carroll, but this is only a small, sixteen-bed institution and is not fully equipped. For that reason, when serious cases requiring hospitalization arise the student is usually sent to another hospital some seventeen miles from the College.

A check of the health records indicates that the Infirmary is a busy place. Last year the Infirmary was unused only twenty-one days during the entire school year. The majority of illnesses were due to the common cold, septic sore throats, bronchial coughs, and dysmenorrhea. A total of 106 girls were hospitalized in the Infirmary during the school year. Total admissions were 465.

For admission to the College, students are required to present a certificate signed by their family doctor and a medical history form to be filled out by the parents. While such information may prove of value to a college physician in relation to results of his medical examination, the requirement of such information for admission does not constitute adequate health protection to the student body. It is recommended that annual physical examinations be required of all students by a physician employed by the College.

It is to be noted that the nurse -- there have been several different individuals this year -- keeps adequate medical records but that these include listings such as "dysmenorrhea." Such a listing on the student's health record constitutes a diagnosis; under Illinois law (Section 24, Medical Practices Act) a nurse is not permitted to make a diagnosis.

A daily report is made out by the Nurse and sent to the Dean of Women. This report appears to be used by the Dean of Women and the Registrar primarily to check class cuts by students. In any event the information given on this report is not taken off and made a part of each student's record as it should be.

The survey staff recommends that as soon as suitable arrangements can be made a college physician be employed. He should visit

the campus at least once a week, and preferably once a day, for consultation with the students. This service, in addition to complete physical examinations given annually to all students, should effectively reduce the number of hospital cases now handled by the Infirmary. The number of hospitalizations due to dysmenorrhea is definitely reducible by a service of this kind. No doubt, a competent physician could further reduce the number of hospitalizations due to other reasons.

It is further recommended that the nurse keep her individual student health records in duplicate so that one copy may be kept in the general student file and used for non-medical consultative purposes. This individual health record could be brought up to date monthly.

Housing and Boarding

Beyond the general comment that the dormitories are somewhat overcrowded at present and that some of them are not fireproof, the housing and boarding situation at the College needs little comment. All students, except five who stay with parents and relatives in town, live in the four College dormitories; all dormitory students eat together in the College dining hall. The kitchens are clean, the food is plain but wholesome. It is recommended that all employees engaged in food service be required to have physical examinations at least annually; this is a precaution which is not observed at present.

Discipline

Student discipline seems to be one of the chief concerns of the student personnel service program at Frances Shimer. Disciplinary procedures and standards are in need of thorough revision. Rather than

analyze the many rules and regulations governing student discipline which are now in effect at the College, the survey staff feels it sufficient to point out a few principles in the hope that these may serve as a guide. However, a few comments might prove helpful.

Present rules and regulations are not sufficiently differentiated in relation to age levels. Rules to be observed by the Preparatory School student differ but little from those which the Upper Division student must observe.

Observance of the many rules and regulations is enforced by the Dean of Women and in many instances by the Student-Faculty Council. This Council is made up of the Dean of Women, several members of the faculty and a group of students drawn from all grade levels. Even though the Council is largely elected by the student body, it is felt that the presence of faculty members on the Council defeats the purposes of student self-government. At present, there are indications that the student body feels that this Council is nothing but a device for enforcing faculty regulations.

In each of the dormitories there is a Hall Council, consisting of the Head of the Hall, the assistant, and the elected student officers. The Hall Councils are expected to care for disciplinary matters in their respective areas, but the survey staff could find no evidence that they are functioning effectively in this respect. Almost all matters of discipline that come before the Hall Councils seem to be referred for decision to the Dean of Women or to the Student-Faculty Council, or to some other agency.

It is recommended that consideration be given to setting up a faculty committee to enforce disciplinary regulations at the Prepara-

tory School level, if this unit is continued, and that the present Student-Faculty Council be reorganized as a student council, with one faculty adviser, to concern itself with the government of the Lower and Upper Division students. Control of the Preparatory School students would rest with the faculty committee. The older students of the College are at that stage in life where they are learning to become responsible for their own activities. It is felt that the present restrictions which are placed upon them inhibit this important developmental process. While the desire of the College to protect its students may be proper in its place, these young people have an important responsibility toward themselves. A student council which is really functional will help them to achieve this necessary growth of self-reliance and at the same time remind them of their duty to themselves both as individuals and as a group. It is felt that a functional council of this kind will constitute a means of developing both moral and mental training.

Responsibility for disciplinary measures lying outside the province of the student council should probably be assigned to a faculty committee, composed of persons who do not have responsibility for counselling students. Naturally the final decision in important cases will rest with the President, on the recommendation of the committee on discipline.

Placement

No placement of graduates is attempted by the College. It is suggested that this policy of disinterest be re-examined in connection with the purposes and functions of the program for vocational

counseling. In an institution where a certain amount of emphasis is placed on terminal education, it is believed that some thought should be given to placement.

Conclusion

The central problem related to student personnel service at the College is a complete lack of co-ordination; functional centralization is non-existent. Once this is remedied, the problem of dealing with a group of young women in every stage of adolescence must still be faced. In the opinion of the survey staff, this latter problem cannot be solved within one organizational unit. If the Preparatory School is to be continued, it should have a student personnel service designed especially for the age group which it represents.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

FINANCE AND BUSINESS MANAGEMENT

Frances Shimer College is in sound financial condition. Over a period of years it has consistently operated without a deficit and a substantial current-fund surplus, equal to approximately one-half the normal annual operating budget, has been accumulated. A large part of this current-fund surplus is invested so as to be income-producing. Conservative financial management has characterized the operations of the institution in recent years and there is no accumulated indebtedness to drain off funds into non-educational purposes. The administration of the College deserves sincere commendation for the sound financial policies that have been employed in its financial management in recent years.

The chief source of income of the College is student fees. The total income budgeted for 1943-44, exclusive of income from faculty members for board and room, amounted to \$176,138. Of this amount 93 per cent was expected to be derived from students in the form of fees, forfeited deposits, and sales at the bookstore and grill. Between 5 and 6 per cent of the total income was expected to be supplied from endowment income, earnings on invested surplus in the current fund, and income from the Shimer estate. The remainder was to be derived from gifts and miscellaneous sources.

The heavy dependence on student fees as a source of income is likely in the long run to have a depressing effect on academic standards. As was explained in Chapter II, it is very easy to take the attitude that "the customer is always right" and to adjust programs and requirements to the whims of students rather than to any well conceived stand-

ards of education. There is abundant evidence that this is happening at Frances Shimer, both in the policies of admitting students, in the retention of those who are not profiting by the instruction, and in the general feeling of instructors that they dare not demand much of students by way of concentrated academic effort. It is only by the cultivation of a considerable volume of income from sources other than students that this difficulty may be overcome.

During the year closing in 1943 a special effort was made to raise funds in commemoration of the ninetieth anniversary of the College. Alumnae, students, and friends were asked to contribute U. S. Government Series F War Bonds, and responded with a total of \$3,448.82, permitting the purchase of bonds with a par value of \$4,150. The purpose of this Centennial Fund has not yet been determined. Other gifts from individuals brought the total for the year up to a figure of \$11,417.06.

The fee charged students is set up as a single, inclusive amount, which covers all services without extra charges for instruction in such fields as music, art, or laboratory science. This is a sound plan, and the authorities of the College should be commended for making instruction in all subjects available alike to all students without extra or separate fees. The sole exception to this policy is horseback riding, which is available through an arrangement with a private, off-campus agency.

Budgetary Procedure

The budgetary procedure employed at Frances Shimer College is exceedingly rudimentary. It is surprising to find the finances of the institution in as good shape as they are when the usual budgetary controls are lacking. The only explanations that can be given are

that the institution has been small enough to permit personal attention to the details of business management by the President, and the President has been willing to divert a substantial share of his time and energy to details of budgetary control and away from the larger aspects of institutional policy and public relations. Certain specific criticisms may be made regarding the budgetary procedure of the College.

In the first place, the budget is prepared too late to provide a satisfactory control for the fiscal year. The preliminary estimates are not drawn up for presentation to the Board until after the fiscal year has begun, and the budget is not finally adopted until the College has opened in the autumn. By that time practically all the major commitments for the year have already been made and the budget becomes merely a record of these commitments rather than a plan for controlling operations.

In the second place, the budget is only an estimate of anticipated expenditures and does not provide appropriations on which the heads of operating units within the College can rely. Thus the Librarian has had no actual budget for book purposes, although she has been informed of the amount that she may spend for this purpose. The procedure involves much time in the central administrative office and deprives the subordinate officials of the freedom and responsibility they should have in managing their units.

In the third place, the budget is not related to the accounting system and no accounting controls are maintained over the budget. In effect the only control of any kind over the budget is that which the President keeps in mind as he authorizes expenditures from day to day.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

Only the relative smallness of the institution and the willingness of the President to burden himself with these details permit the system to work without financial disaster.

The general requirements for effective budgetary procedure in colleges are now rather clearly defined. For a comprehensive statement of sound budgetary procedure the officials of the college are referred to Chapter IV of The Finance of Higher Education, by John Dale Russell, which may be obtained from the University of Chicago Book Store. It is recommended that the budgetary procedure of the College be changed to conform with accepted practices; the budget should be prepared and adopted before the beginning of the fiscal year to which it pertains; revisions of the budget should be made during the year as may be necessary; the budget should carry definite allotments or appropriations for the various operating units and the heads of these units should be authorized to expend funds within the limits of their appropriation; the financial accounts should be set up in such a way as to provide a control over the budget, so that spending units may not exceed the amount of their allotments.

Financial Accounting

The chief criticism of the financial accounting relates to the fact, already noted, that no control is provided over the budget. As previously recommended, the accounting system should be revised to provide such control.

The financial accounting is more elaborate in some respects than is necessary. For example, a ledger account is opened with each student. The great majority of students pay their fees in full at the time of registration and hence the account, which is opened with

each student, is immediately closed by the payment of the obligation. Most institutions do not find it necessary to keep these detailed accounts with students who pay their bills promptly, although some sort of record must be maintained for each student who does not pay fees in full at the time of registration. The work of the accountant could be reduced considerably by eliminating the unnecessary bookkeeping for students who pay their fees in full at the time of registrations.

A similar unnecessary elaboration of the accounting occurs in the handling of payments of bills through the maintenance of an accounts payable ledger. If the policy of the College continues to be that of paying all bills before the tenth of the following month, there is no need for entering each obligation in an accounts payable ledger and then routing the payments through this ledger. The bills and invoices that accumulate through the month can simply be kept in a memorandum file and their payment can be charged directly against the budget items to which the bills pertain.

It is recommended that the financial accounting be simplified by eliminating unnecessary records, such as the student accounts for those who pay at the time of registration, and the accounts payable record for bills and invoices that are to be paid early in the month.

The financial accounts do not separate certain auxiliary activities from the educational program of the institution. The policy on this point differs for the various auxiliary activities. The dormitories do not appear at all as an item in the accounting system and the expenditures occasioned by these units are classified as expenses of operating the plant.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

The commons or dining-hall is set up as a separate item in the accounts but the charges against this unit are not inclusive. The account provides only for wages and salaries, food, and equipment and expense, and does not include the expenses of plant operation and maintenance, such as fuel, water, electricity, etc.

The grill is also set up as a separate item but, like the commons, no indirect charges are made to this account. These indirect charges would likely be relatively small in the case of this unit.

The bookstore is also set up as a separate item. The charges against the bookstore are probably complete with the exception of very minor items of expense of operating the plant space in which the bookstore is housed.

The laundry is also set up as a separate item for accounting purposes. The laundry is in part an expense of operating the dormitories and dining-hall and in part a service to students. That is, part of the income used for supporting the laundry may be considered as paid in fees for board and room, for the fees cover a specified minimum amount of personal laundry for each student. In addition, special charges are made for laundry of students' personal effects beyond the minimum allowance. As in the case of the other units, the charges against the laundry include only the direct expenditures and omit indirect items such as power, water, etc.

The plan of maintaining the auxiliary activities as separate items in the financial accounts, with only direct expenditures charged to them, is defensible in an institution such as Frances Shimer College, so far as the accounting records are concerned. It would

seem, however, that a consistent policy should be followed in the case of each separate activity. For that reason it is recommended that the dormitories be set up as a separate item in the financial accounts, parallel with the commons, the grill, the bookstore, and the laundry, and that all direct expenses of the dormitories be charged to this account.

For purposes of general administrative control, analyses are needed on a somewhat different basis from that now provided in the accounting records for the auxiliary activities. From the present financial statements it is impossible to determine the cost of operating the strictly educational features of the College program, and it is also impossible to determine the true expenses occasioned by each of the auxiliary activities or the net result of the operation of each of these activities. These are facts of considerable importance for the internal management of the College.

The separation of the income and expenses of auxiliary activities from those of the educational program is recognized as a basic principle in the financial reporting for colleges and universities.¹ It is important for the administration of a college to know how much money is being spent for strictly educational purposes. These data are required by several agencies to which colleges are expected to make financial reports from time to time, such as the U. S. Office of Education and the North Central Association of Colleges and Secondary Schools. Comparisons with other institutions cannot be made unless

¹National Committee on Standard Reports for Institutions of Higher Education, Financial Reports for Colleges and Universities, pp. 8, 39-47. Chicago: University of Chicago Press, 1935.

the separation of the finances of auxiliary activities and the educational program is strictly carried out in the financial report. As long as Frances Shimer College accepts some day students who do not pay board-and-room fees, it is important to know whether the charges for strictly educational purposes and those for auxiliary activities are properly divided.

In the administrative control of a college or university it is necessary to test the management of the various auxiliary activities in order to know whether each activity is being operated so as not to constitute a drain on the educational funds of the institution. One of the important tests of the management of auxiliary activities is precluded unless there is opportunity to assign a definite amount of income to each activity and to balance against that income the amount of expenditure which the activity occasions.

The requirements of sound financial reporting can be met without any drastic change in the arrangement of the financial accounting at Frances Shimer College. The accounts can be kept as at present, with the addition of the section for dormitories. At the end of each month (or certainly at the end of the fiscal year) each activity may be assigned the amount of income it has produced. This will necessitate an arbitrary division of the student fees among the various services which the fees are supposed to support; a part of this division has already been made, as noted above, by fixing the fee for day students which includes presumably only the charges for tuition and strictly educational services. At the same time there can be an allocation of the indirect charges, mostly for plant service but including also some charge for administrative overhead where warranted. This

statement should furnish the administration a much needed test of the effectiveness of the management of each of the various auxiliary activities. It is recommended that the financial reports separate sharply the expenditures for educational purposes from those for auxiliary activities, and that the report carry statements showing the income and expenditures attributable to each auxiliary activity.

Purchasing

Purchasing is not centralized at Frances Shimer College. Practically every person on the staff who may have occasion to need any item of supply or equipment acts as his own purchasing agent. Usually the authority to make the purchase, if it amounts to any considerable sum, is obtained from the President in advance, but there is no official clearance of requisitions or purchase orders.

Experience in colleges and universities has demonstrated clearly that decentralized purchasing tends to be wasteful. In the interests of economy it is recommended that plans be worked out whereby all purchasing may be centralized in a single office at Frances Shimer College.

Organization for Business Management

The staff of the business office at Frances Shimer College consists of two persons. The officer in general charge is known as the Assistant Treasurer; he spends only part of his time in the College and donates his services. The other member of the business staff is a full-time accountant and cashier. Perhaps the President of the College should be included as one of the members of the business staff, for he

devotes much of his time to routine details that would ordinarily be handled by a chief business officer.

The College has been extremely fortunate during the past few years to have had the advantage of the services of the Assistant Treasurer, a man who has had long experience as Comptroller in the University of Chicago before his retirement from that institution. It is seldom that a college the size of Frances Shimer can obtain the services of a person of this level of competence in the business office. That he should be willing to donate his service is another stroke of good fortune for the College.

The one difficulty in the arrangement is that the Assistant Treasurer is unable to give full time to the direction of the business office of the College. The survey staff is convinced that the job is big enough to demand the full time of a competent business manager. The centralization of the purchasing procedure, previously recommended, will demand some additional time in the business office, although it will release considerably more staff time (faculty and President) that is now devoted to purchasing under the decentralized plan. Many of the details of business management and budgetary control that are now looked after by the President could be handled more economically by a subordinate official. Perhaps if a full-time business manager were employed and if the financial accounting were simplified as recommended previously, it would be possible to maintain the business office with only a part-time accountant and cashier as assistant to the full-time business manager.

It is recommended that the business office be reorganized by arranging for the services of a full-time business manager who will

**THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY**

have charge of purchasing, budget control, and other details of management usually assigned to the business office of a college. This officer might also be given responsibility for the general supervision of the physical plant operation and maintenance. In employing such a person care should be taken to obtain the services of one who is thoroughly familiar with the problems of an educational institution and who knows the requirements for financial accounting and reporting for such institutions. If the present Assistant Treasurer can see his way to accepting this responsibility, he would be a most fortunate choice for the full-time direction of the business affairs of the College.

Investments

The College has permanent funds classified as endowment which have a book value of \$29,841.33. In addition to the endowment, the College is the beneficiary of the Frances Shimer estate, which is under the control of a separate board of trustees. The interest of the College in this estate was recognized in the listing of endowment assets in the financial report for 1942-43 by carrying it at the value of one dollar. This is an entirely appropriate procedure, for as long as the assets of the Frances Shimer estate are under the management and control of a separate board of trustees, the gross amount of the assets of the estate should not be listed as an asset of the College. The statement of the assets of the College should show only the amount for which the trustees of the College are accountable.

Included in the total of the endowment fund of the College are two items of annuities totalling \$8,820.54. It is a mistake to classify these annuities as endowment. It is recommended that the

section of "funds and liabilities" now designated as "endowment funds" be changed to "endowment and other non-expendable funds" with sub-sections for "endowment" and for "annuities." The amounts subject to annuities should then be listed separately under the second of these subheadings.

The College has kept no separate accounting with the annuities, so that the net produce of these gifts to the institution will be difficult to determine when they mature. At present the payments to annuitants, amounting to \$400 annually, are made from the current fund and are classified as "administration and general expense." This is an erroneous classification for the annuity payments, for these items are a non-educational expenditure and are quite different in character from the President's salary and the other expenses in the category of "administration and general." The recommendations of the National Committee on Standard Reports for Institutions of Higher Education¹ should be followed with respect to the accounting for annuities. It is recommended that a separate account be set up with each annuity contract, so that the cost of carrying each contract may be ascertained as nearly as possible when the contract finally matures.

The acceptance of funds on an annuity basis by a college like Frances Shimer is a questionable policy. The difficulty arises in part because the institution will likely not have many annuity contracts and thus the law of averages, on which the payments to annuitants and the residuum to the institution are figured, may not operate. It is recommended that the Board of Trustees adopt a rule to the effect

¹Ibid., p. 27.

that funds proffered on an annuity basis will be accepted only on a basis of a living trust agreement, that is with the agreement only to pay to the holder of the contract the amount of income produced by the funds that are given.

In addition to its "endowment," the College had current fund investments amounting to \$49,726.37 at the end of the fiscal year 1942-43. It also had, separately listed in the current funds section, the "Centennial Fund investment" consisting of U. S. War Bonds amounting to \$3,071. The Glengarry Farm Stables represented a current-fund investment of \$10,963.80 at the end of the fiscal year 1942-43; this account is gradually being liquidated.

The portfolio for both the endowment funds and the current-fund investments shows evidence of careful selection in recent years. The guiding hand of the Assistant Treasurer has doubtless done much to bring about a well-balanced plan of investment. Those in charge of the College investment program should be commended for following the policy of investing a substantial proportion of the total funds in common stocks. The College is fortunate to have had wise counsel in the development of its investment program.

The income on endowments is misleadingly reported in the Treasurer's report as being at the rate of 22 per cent. About four-fifths of this income is derived from the Frances Shimer estate, which is carried on the books at the nominal value of one dollar, and thus the figuring of the rate of income is not accurate. The regular investments, excluding the Frances Shimer estate, produced at the rate of 4.77 per cent in 1942-43, which indicates a very satisfactory return. The current-fund investment (excluding the Sawyer estate which is also

carried on the books at a nominal value of one dollar) produced at the rate of 4.58 per cent, which is also a good return for these times. Although the total amount of the invested funds belonging to the College is relatively limited, the funds have had good care in recent years.

Question might be raised as to whether the College should embark on a program of financial promotion, to seek funds for increased endowments. If this question had been asked fifteen or twenty years ago, the recommendation undoubtedly would have been favorable to a plan of seeking increased endowment funds. Under present conditions it is doubtful whether endowment funds are worth the trouble it takes to get them and to manage them. Funds may be raised almost as easily for undesignated purposes in collegiate institutions and the undesignated funds are always more valuable to the immediate program than a similar amount specified as endowment. The survey staff sees every reason why Frances Shimer College might desire to embark on a program of fund-raising, but it does not recommend that any large amount be sought specifically for addition to endowments. Funds that are not needed immediately for current purposes, or for plant extensions and improvements, may be invested so as to produce income, as has been done with the current-fund surplus and the Centennial Fund. This is a much wiser plan than to accumulate funds which must be perpetually and irrevocably devoted to endowment.

Chapter VIII

ADMINISTRATION

The present chapter of the survey report is concerned with the administration of Frances Shimer College. While the administrative aspect of the program is thus seemingly divorced from the curriculum and other aspects, it must be remembered that the administrative organization exists only for the furtherance of the educational goals of the institution and that the administrative machinery can be justified only on that basis. In this connection the survey staff desires to point out again the importance of a clear statement of the aims and objectives of Frances Shimer College. This problem has been treated at length in preceding chapters and will not be dealt with here. It is important, however, to recognize that whatever administrative machinery may be set up will be relatively ineffective unless it functions in the achievement of explicit goals. The formulation of this statement of aims is one of the primary functions of the faculty and administrative staff, and one that should receive immediate consideration. Once this statement has been formulated and approved by the Board of Trustees, the entire program of the institution can be shaped toward the single purpose of achieving these ends.

The discussion in this section will be centered on two areas of organization: the first of these is that of general control of the institution and the Board of Trustees; the second has to do with the internal organization of the staff. At the end of the chapter a suggested plan of administrative organization is presented in chart form.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY

General Control

The Board of Trustees. The controlling board of Frances Shimer College is legally entitled, "The Board of Trustees of the Frances Shimer Academy, of the University of Chicago." The Board is composed of 15 members, two-thirds of whom must, by charter provision, be members of "regular Baptist churches." Members are elected for three-year terms in three classes of five members each. Slightly more than half the members of the Board have served for 10 years or more; two members have served for 25 years; four members have served for less than five years. This evidence indicates a desirable degree of stability in the board membership while at the same time new life has been introduced. Eight of the Board members come from Chicago, three from Mount Carroll, one from Freeport and one each from the states of Michigan, New York, and Colorado. Five members of the Board, or one-third of the membership, are women. Since Frances Shimer is a woman's college it is highly desirable that at least this proportion of the Board members be women in order that the interests of the group being educated may be adequately represented.

Officers of the Board of Trustees. Officers of the Board as provided for in the by-laws are President, Vice-President, Secretary, Treasurer, and Assistant Treasurer. The President and the Vice-President must be elected members of the Board. At present the Treasurer and the Assistant Treasurer are also elected members of the Board. The Secretary of the Board, who is not a member of the Board, is also Vice-President and Registrar of the College.

Article V of the by-laws provides that:

The Board of Trustees may appoint a Vice-President of the

Academy who shall at all times co-operate with the President in the administration of the affairs of the Academy, and who shall, in the temporary absence of the President, perform the duties of the President.

While this office has possibly filled a useful function in the past, it appears to the survey staff that the appointment of an academic dean provides an executive officer who might very properly represent the College in the absence of the President. Another duty of the Vice-President has been to serve as Secretary of the Board of Trustees. This responsibility might well be assigned to some member of the Board or even to the President of the College. The survey staff recommends that, after the retirement of the present incumbent, the office of Vice-President of the College be not filled as long as an academic dean is provided in the organization. An arrangement should be made to have some suitable person serve as Secretary of the Board of Trustees. The discontinuance of the office of Vice-President requires no amendment of the by-laws, and the present permissive statute should be allowed to stand in case need should arise in the future for the services of a Vice-President.

The wording of the by-law concerning the Vice-President seems to indicate that this officer is appointed by the Board of Trustees without recommendation by the President; furthermore, nothing in Article V indicates that the Vice-President is subordinate to or takes orders from the President. The description of duties in terms of "co-operate with the President" seems to indicate a co-ordinate status. If the Vice-President were actually to operate independently of the President, an unfortunate dualism would be introduced in the administrative organization. It is suggested that the wording of the by-law might well be changed to indicate that the Vice-President is

appointed on the recommendation of and is responsible to the President of the College.

A decision to appoint an academic dean had been reached before the visit of the survey staff, and the actual appointment has been made since the survey staff visited the institution. The survey staff commends the decision to appoint such an officer for the institution. He should be able to relieve the President of many details of academic management, and should provide leadership for the faculty in matters affecting the instructional program. Many of the problems facing the College are primarily matters of administrative organization, and the appointment of the academic dean should aid materially in solving such problems. With the discontinuance of the office of Vice-President, the major duty of that office, that of acting for the President in his absence, should be included among the duties of the academic dean. Attention is called to the fact that the by-laws make no provision for an academic dean; a decision might be reached as to whether the statutes should be amended to accord with the new arrangement for that office.

The by-laws provide that the Treasurer shall receive all moneys and securities due the College, shall sign checks for College disbursements, shall deposit all securities in safety deposit vaults, shall keep books of account, etc. In present practice it appears that many of these responsibilities are discharged by the Assistant Treasurer. It would seem that some reallocation of the duties of this office should be effected. The Treasurer, as an officer of and responsible to the Board, should be the custodian of the endowment and other funds of the institution, and might otherwise act as an executive officer of

the Committee of the Board on Finance and Investment. Most, if not all, the responsibilities that are now discharged by the Assistant Treasurer should be assigned to an administrative officer of the College who should be responsible to the President, as recommended in the preceding chapter. The title of such an officer might be business manager. The duties of such an officer would include the collection of all moneys, such as student fees, income from auxiliary enterprises, etc., the payment of all bills of the College, and assisting the President in preparing the annual budget. The survey staff recommends a reallocation of fiscal duties now assigned to officers of the Board of Trustees, and the appointment of an administrative officer responsible to the President of the College to handle the fiscal affairs of the institution. This reorganization might be effected in the present situation by giving the title of business manager to the Assistant Treasurer, making him responsible to the President of the College instead of directly to the Board and assigning his responsibilities as suggested. There appears to be little need to retain the office of Assistant Treasurer of the Board in these circumstances.

Committees of the Board of Trustees. Five standing committees of the Board are provided for in the by-laws as follows:

1. Finance and Investment
2. Instruction
3. Buildings and Grounds
4. Resources and Development
5. Audit

An executive committee, as usually found in boards of control, has not been provided for. The proximity of the College to the homes of the majority of the Board members and the practice of working through committees probably has obviated the need for an executive committee.

From a reading of the minutes of the Board and from discussion with administrative officers it appears that most of the business of the Board is carried on through these committees. The Committee on Instruction and the Committee on Finance and Investment are particularly active. The by-laws provide that: ". . . approval of the minutes of standing committees of the Board shall constitute approval of all actions therein recorded. . . ." (Article II, Section 4) It would seem to the survey staff that such procedure must inevitably lead to a situation in which the control of the institution is not integrated and centralized but rather rests in a number of smaller groups. While the present arrangement may not appear to be unreasonable and the affairs of the College may seem to be controlled adequately, it is not at all inconceivable that such a procedure could lead to serious lack of unity in policy. The Board of Trustees as a whole is responsible for the conduct of the affairs of the institution and it should take action as a whole on matters concerning it. While committees may well be delegated the responsibility of investigating particular problems confronting the Board, these committees should report to the Board as a whole; the Board should, after due deliberation, take action. Article III, Section 3 of the by-laws now reads:

During the intervals between the meetings of the Board, each committee shall have authority to act for the Board on matters within the jurisdiction of the committee, provided however that upon matters which involve expenditures not provided for in the budget the approval of the Board shall be required.

The survey staff recommends that the statement appearing in Article II, Section 4, quoted in a foregoing paragraph, be eliminated from the by-laws and that Article III, Section 3 be changed to require

Board committees to make recommendations to the entire Board for its consideration and approval. Such an arrangement can be entirely satisfactory if the Board and its committees will be confined to policy-making responsibilities as far as the internal administration of the College is concerned. There is real danger that, with a number of committees to which authority has been delegated, as is now the case at Frances Shimer, each will tend to overreach itself and become executive in nature, performing those duties which properly belong to the President of the College and his staff.

It appears to the survey staff that two standing committees might well serve the needs of the Board. One of these, already provided for, is the Committee on Finance and Investment. Because the nature of its responsibilities necessitate somewhat detailed study of the field of investments and because the investment and management of the funds of the institution is a major function of the Board of Trustees, it seems wise to delegate such responsibility to a committee.

The second of the standing committees for which provision should be made is an executive committee of three to five members of the Board, whose responsibility should be that of attending to routine business of the Board between its regular meetings, including that of counseling with the President of the College and aiding him in the interpretation of Board policy. All actions of the committee should be reported to the Board as a whole. Because of the concentration of the residence of many of the Board members, it would seem entirely feasible to constitute such a committee which could easily meet on short notice.

It is recommended that only two standing committees of the Board be maintained, the Committee on Finance and Investment, and an

Executive Committee. The Board should be free to appoint special committees, as occasions arise, to study particular problems or projects or to recommend new policies and procedures. Upon completion of its work, a special committee should be dissolved.

Internal Administration

This section of the survey report will be concerned chiefly with certain features of the administration of Frances Shimer College, other than those of primary and direct concern of the Board of Trustees, which the members of the survey staff feel might be examined in the interest of the more efficient operation of the College. From conferences with the members of the staff of the College it appeared that a pressing problem facing the administration is the delineation and clarification of administrative responsibility among the members of the staff. The problems will be discussed under four heads, academic administration, student personnel administration, business administration, and public relations.

Academic Administration

Frances Shimer College, as now organized, is composed of a Lower Division corresponding to the 11th and 12th grades, and an Upper Division, corresponding to the 13th and 14th grades. A program is also offered at the level of the 9th and 10th grades, called the Preparatory School; this does not appear to assume a large degree of significance in the total organizational picture, and the survey staff has elsewhere recommended that the Preparatory School be discontinued. As far as the survey staff could determine, the President of the College is the head of the faculty, although it appeared that a committee of the faculty, the Committee on Curriculum and Instruction,

has been given a large degree of responsibility for executive action. A member of the staff, teaching mathematics, is designated as head of the Lower Division and apparently is responsible to the President.

From the schedules of information made available to the survey staff and from conferences with the faculty members it was quite evident that the faculty as a whole does not have the authority commonly placed in it in a well-managed institution. For example, the Committee on Curriculum and Instruction, and not the faculty as a whole, has authority for determining the courses to be required for the certificates granted by the College. Changes in the curriculum are approved by this committee and by the Committee on Instruction of the Board of Trustees. Authority for matters pertaining to the curriculum, such as changes in the course offerings, additions of new courses, setting up requirements for certificates, etc., should rest with the faculty as a whole. This does not mean that committees should not be used. A committee might well investigate problems of the curriculum confronting the faculty but the committee should report its findings to the faculty as a whole and the faculty as a whole should authorize whatever action is taken. The survey staff recommends that authority for curriculum matters be placed in the hands of the faculty, which should be an organized body under the leadership of the Academic Dean.

In connection with this problem of lodging authority in the faculty as a legislative body, it will be remembered that in the chapter of this survey report dealing with the curriculum rather extensive consideration was given the problem of reorganizing the curriculum into meaningful and related units. A tentative divisional organization was there proposed, which may well be modified by the faculty after study of the

problem. The point of concern for this section of the report, however, is that the survey staff is recommending a divisional arrangement that bears directly upon the organizational pattern of the College. The survey staff has recommended that the faculty be organized into divisions under the Academic Dean of the College. The suggested divisions as set forth in the chapter on Curriculum are as follows:

1. Humanities
2. Fine Arts
3. Practical Arts
4. Natural Science
5. Social Science

Each of these divisions should have a chairman whose responsibility should be that of leading the members of his division in the consideration of curriculum problems. It is not suggested that his administrative responsibilities go beyond the consideration of educational policy. The small size of the faculty at Frances Shimer suggests that other administrative details of the divisions can be handled directly by the Academic Dean in consultation with the divisional chairman.

Reference has been made to the 12 standing committees of the faculty. In the opinion of the survey staff serious question should be directed toward the practice of maintaining as many standing committees as there are at Frances Shimer. The same criticisms may be made here as were made in connection with the standing committees of the Board of Trustees. The tendency at Frances Shimer appears to be for these committees to become executive in nature and to perform responsibilities which should be assigned to individual executive officers. The difficulties involved in such practice should be obvious. Executive actions performed by a group of people such as a committee often become inconsistent over a period of time and it is difficult to fix responsibility

for the actions taken. The practice is extremely time-consuming for the members of the committees.

Most committees should be fact-finding and policy formulating bodies, specially appointed for study of a specific problem. When a committee has formulated a set of policies which it feels will cover the activities with which it is concerned these policies should be submitted to the faculty as a whole for approval. Once the set of policies has been approved, the execution of the policies should be assigned to an executive officer and the special committee discharged. Should the necessity arise for revision of the policies previously adopted, another special committee may be appointed. Faculty committees should be policy-formulating bodies, with policy approval resting in the faculty and policy execution delegated to appropriate administrative officers.

In addition to the special committees appointed, as occasions arise, for the study of particular problems, there is need for probably three standing committees of the faculty at Frances Shimer. One of these would be an administrative committee, composed of the chief administrative officers; it would serve the purpose of advising with the President of the College in administrative matters and in the interpretation of faculty policy. A second committee, strictly advisory in nature, would be a library committee. This committee, whose members should represent the major divisions of the curriculum, should assist the Librarian in the development of a library as the center of the academic life of the College. A third standing committee, definitely policy-formulating in character and not executive, is an educational policies committee. Like the library committee, it should be represen-

tative of all the faculty in its membership; the chairmen of the divisions of the curriculum might well make up this committee. Its function should be to maintain constant vigilance over the curriculum, to assume leadership in undertaking curriculum revision, and to conduct or sponsor research relative to the educational program of the College. Each of these three committees might initiate recommendations which would be brought to the faculty for approval.

The survey staff recommends that the role of faculty committees in the administration at Frances Shimer College be critically reviewed and revised in the direction of having fewer standing committees, and of constituting the committees as advisory rather than executive agencies.

The Academic Dean. The survey staff gained the impression from its visit to the campus that there was a need for an administrative officer who would serve as head of the faculty. The survey staff feels, therefore, that the appointment of an Academic Dean should provide much needed leadership in the academic affairs of the College and should accomplish a great deal toward coordinating administrative activity. Such an officer should relieve the President of immediate responsibility for the direction of the academic program, freeing him for broader responsibilities connected with the development of College interests. Apparently in anticipation of the appointment of such an officer, a "Tentative Statement of Duties of Academic Dean" had been drawn up. The statement is reproduced herewith:

I. Faculty

1. Collect and evaluate all necessary information regarding the educational and professional experience of the faculty.
2. Direct the faculty and faculty committees in the appraisal and reorganization of the curriculum.
3. Supervise instruction.
4. Provide for improvement of instruction.
5. Aid the President in the selection of faculty members.
6. Make recommendations to the President regarding promotions and salary increases for individual faculty members.

II. Students

1. Counsel regarding
 - a. Selection of studies — registration
 - b. Load in relation to ability
 - c. Grades
 - d. Adjustment of study program
 - e. Transfers to other institutions
 - f. Student service jobs, scholarships, etc.
2. To coordinate and direct the student personnel services.

III. Reports

1. To parents on
 - a. Grades
 - b. Personality traits
 - c. Factors relating to success or failure
2. To faculty on
 - a. The efficiency of instruction
3. To trustees
 - a. Annual report and other reports

IV. Other Duties

1. Ex-officio member of Library Committee
2. Chairman of Instruction Committee

The survey staff feels that this is a clear statement of the duties of this office and one which will assist materially in facilitating the administrative reorganization which, in the opinion of the survey staff, appears to be imperative at Frances Shimer. One or two suggestions by way of clarification might be made. The first section might be entitled "Academic Program" instead of "Faculty" in order that the entire academic program may be indicated as the responsibility of this office. A seventh item should be added to this section making

it the academic dean's responsibility to assist the President in preparing the budget for the academic program of the College. An eighth item also should be added indicating that it is the Dean's responsibility to preside at faculty meetings and otherwise represent the College in the absence of the President. The second item titled "Students" might be changed to "Student Personnel Services;" item 2 under this heading should be placed first because of its over-all importance. The item placed second might be titled "Educational Counselling," indicating the general area concerned, and would point out the academic Dean's specific responsibility for the function of educational counselling.

The items under section III of the outline entitled "Reports" might well be divided between sections I and II, depending upon whether the report had to do with the academic program or with the personnel program. The survey staff would point out that item 3 under section III is not good administrative procedure. The report of the Dean should be made to the President rather than directly to the Board of Trustees. (The matter of the reports of administrative officers is dealt with in another part of this chapter.) The inclusion of the last item on this list is dependent upon the nature of the committee. The Dean should be the chairman of this committee if it has to do with problems of curriculum and instruction and the policies thereof. This is the educational policies committee described in a foregoing paragraph. As pointed out before, the committee ought not to exist if it is going to perform executive functions which should be assigned to executive officers.

The revised outline would appear as follows:

Tentative Statement of the Duties of the Academic Dean

I. Academic Program

1. Collect and evaluate all necessary information regarding the educational and professional experience of the faculty.
2. Direct the faculty and faculty committees in the appraisal and reorganization of the curriculum.
3. Supervise instruction.
4. Provide for the improvement of instruction.
5. Aid the President in the selection of faculty members.
6. Make recommendations to the President regarding promotions and salary increases for individual faculty members.
7. Assist the President in the preparation of the annual budget for the academic program of the College.
8. Preside at faculty meetings in the absence of the President.
9. Report to the faculty regarding the efficiency of instruction.

II. Student Personnel Program

1. Coordinate and direct the student personnel services.
2. Give educational counsel to students
 - a. Selection of studies -- registration
 - b. Load in relation to ability
 - c. Grades
 - d. Adjustment of study program
 - e. Transfers to other institutions
 - f. Student service jobs, scholarships, etc.
3. Report to parents concerning grades, personality traits, and other factors relating to the success or failure of students.

III. Other Duties

1. Ex-officio member of the Library Committee.
2. Chairman of the Educational Policies Committee.
3. Represent the College in the absence of the President.
4. Prepare annual report for transmission to the President.

The Registrar. The Registrar's office at Frances Shimer College performs the usual functions of the office such as maintaining student academic records, arranging the details of registration, arranging the time schedule for classes, preparing the final examination schedule, etc. It appears that the Registrar has performed other duties relative to the academic guidance of students which, it is assumed, will

now be assigned to the Academic Dean. The assumption by the Registrar of such duties has probably been necessitated by the lack of a dean's office in the past. It should be noted that the faculty record blanks are kept in the Registrar's office. While there may be no apparent harm from following such a procedure, it would be better practice, because of the nature of the records, and because of the President's over-all responsibility to have these kept in the files of the President's office.

The survey staff was handed an outline entitled "Tentative Statement of Duties of Registrar" which is reproduced herewith:

Tentative Statement of Duties of Registrar

I. Records

1. Collection, evaluation, organization and recording of all necessary information regarding
 - a. Prospective students
 - (1) High school records
 - (2) High school recommendations
 - (3) Applications for scholarships
 - b. Enrolled students
 - (1) Results of classroom work
 - (a) Class lists
 - (b) Six-weeks' reports of grades, etc.
 - (2) Results of tests
 - (a) Testing program
 - (3) Other measurements
 - c. Former students
 - (1) Transfers and recommendations
2. Development of forms necessary for complete records and keeping these records up to date.

II. Students

1. Scholarships

III. Other institutions

1. Collection of catalogs and reports for reference and study
2. Entrance and graduation requirements
3. Evaluation of high schools in relation to graduates

IV. Other duties

1. Reports to faculty regarding (Under guidance of the Dean)
 - a. Work of individual students
 - b. Distribution of grades
 - c. Results of surveys of mental and subject matter tests, and of other abilities of students
2. Program (To be reviewed by the Dean)
 - a. Construction and adjustment of classroom programs
 - b. Assignment of classrooms
 - c. Preparation of examination schedules
 - d. Supervision of class absences
3. Research (As requested by the Dean)
 - a. Student achievement
 - b. Mental ability of students
 - c. Efficiency of instruction
 - d. Recitation program
 - e. Vocational interests of students
 - f. Related trends in other institutions

While a number of the points in this outline need clarification, this appears to be a comprehensive picture of the duties of the Registrar, delineating the administrative scope of the office. Some suggestions may be offered. Final course grades should, of course, be made a part of the record of enrolled students as well as six-weeks' grade reports; this was probably an oversight in making up the outline. The transcripts of credit for former students transferring to other schools should be prepared in this office. The Registrar should be responsible for determining whether individual students meet technical requirements for the certificates offered by the College; the final recommendations for graduation should be made by the faculty as a whole. The item under "II. Students" entitled "Scholarships" is not specific. If it refers only to the determination of which students meet requirements for the various scholarships and to the notification of awards to those who are automatically entitled to them, this is properly a function of the Registrar. In the case of scholarships awarded on the basis of scholastic merit, the Registrar's function would be to compile for consideration the list of students with high

qualifications, and the actual selection should then be made either by the faculty as a whole or by a committee to which the faculty has delegated this function. The duties listed under "IV. Other Duties" are appropriate, especially since it is recommended that the Academic Dean serve as the Personnel Director of the College. Intelligent direction of the personnel program will have to be based upon a knowledge of the nature of the student body. The Registrar should be able to compile this information under the direction of the Dean from the records in the Registrar's office.

To this outline should be added two or three other responsibilities commonly found in the Registrar's office. The Registrar may well serve as secretary of the faculty, distributing the agenda in advance of the meeting, mimeographing and distributing the minutes of each meeting and of reports of faculty committees, and keeping the minute book up to date and indexed. The Registrar might also be responsible for the collection and editing of the materials for the college catalog and other publicity material until a public relations office is established.

The revised outline, with a few additional changes which are self-explanatory, is presented herewith:

Tentative Statement of the Duties of the Registrar

I. Records

1. Collection, evaluation, organization and recording of all necessary information regarding
 - a. Prospective students
 - (1) High school records
 - (2) High school recommendations
 - (3) Applications for scholarships

- b. Enrolled students
 - (1) Results of classroom work
 - (a) Class lists
 - (b) Six-weeks' reports of grades
 - (c) Final course grades
 - (2) Results of testing program
 - (3) Other measurements
 - c. Transcripts and recommendations for former students
- 2. Development of forms necessary for complete records and keeping these records up to date
- II. Checking academic requirements
- 1. Determining which students have met requirements for scholarships
 - 2. Determining which students have met requirements for certificates
- III. Data concerning other institutions
- 1. Collection of catalogs and reports for reference and study
 - 2. Entrance and graduation requirements
 - 3. Evaluation of high schools in relation to graduates
- IV. Other duties
- 1. Reports to faculty (Under guidance of the Dean)
 - 2.
 - a. Work of individual students
 - b. Distribution of grades
 - c. Results of surveys of mental and subject matter tests, and of other abilities of students
 - 2. Program schedules (To be reviewed by the Dean)
 - a. Construction and adjustment of classroom programs
 - b. Assignment of classrooms
 - c. Preparation of final examination schedules
 - d. Supervision of class absences
 - 3. Research relative to (As requested by the Dean)
 - a. Student achievement
 - b. Mental ability of students
 - c. Efficiency of instruction
 - d. Recitation program
 - e. Vocational interests of students
 - f. Related trends in other institutions
 - 4. Secretary to the faculty
 - a. Distribution of agenda in advance of meeting
 - b. Distribution of minutes
 - c. Distribution of faculty committee reports
 - d. Maintenance of minute book

Director of Lower Division. As previously indicated the 11th and 12th grades form the Lower Division of the College and are under the nominal direction of the Director of the Lower Division. The

duties of this office, however, seemed to the survey staff to be largely limited to the mechanical details of registration, course grades, testing, etc., duties which logically belong to the Registrar. Courses to be offered in the Lower Division and other curriculum concerns appeared to be determined largely by the Registrar and the Committee on Curriculum and Instruction. One of the chief responsibilities of this officer was that of filling out report blanks required of secondary schools by the University of Illinois and the Commission on Secondary Schools of the North Central Association. A definite officer in charge of this unit is necessary to maintain the accredited status of the secondary school unit, as long as the secondary school and the college hold separate accreditation. The general responsibility for the administrative direction of the lower unit, however, should be a part of the responsibility of the Dean as head of the academic organization. This arrangement would tend to unify the four-year unit and to simplify the organizational structure. The curriculum implications of this arrangement have been discussed elsewhere. The survey staff recommends that the Director of the Lower Division be made administratively responsible to the Academic Dean in order that the programs of the Lower and Upper Divisions may be integrated to the fullest possible extent.

Student Personnel Administration

Detailed description of and comment on the functioning of the student personnel services offered at Frances Shimer forms another chapter of this survey report and will not be the concern of the present chapter. It is important, however, that the organization and administration of the student personnel services be commented upon

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ON

here as they are related to the total administrative picture.

The chief criticism of this aspect of the institution, in the opinion of the survey staff, is that the personnel functions are scattered among various committees and individual faculty members with little attempt to draw them together into a coherent program of student personnel services. While the survey staff would not criticize adversely the assignment of the several functions in this manner (it is, in fact, quite desirable to assign functions to those who can best perform them), it does seriously question whether the program can function effectively without an administrative head. At present the educational counseling is largely in the Registrar's office although a system of faculty counselors has been set up. All members of the faculty have been named counselors but it appears that their function thus far has been limited to passing out grades. Vocational counseling is carried on by a faculty committee on vocational guidance. The supervision of housing lies with the Dean of Students. Disciplinary duties are performed by the Dean of Students, the President, the Committee on Curriculum and Instruction and the Student-Faculty Council. The Infirmary is under the direction of a nurse. All of these services should be organized into a coordinated program designed to meet the needs of the students on the Frances Shiner campus.

The survey staff has recommended in Chapter VI of this report that the Academic Dean of the College be assigned the responsibility of directing the student personnel program. This does not mean that he must be the acting head of the several phases of the program; the present staff members performing the various duties may well continue to do so. However, the Dean, as director of student personnel, will

delegate the functions to the various staff members who in turn will be responsible to him for those functions. In his capacity as director he will serve to coordinate the program.

At present the Dean of Students is almost exclusively concerned with a mass of detail concerning the regulations relative to the social life of the students. The responsibilities of this office have not been clarified and there is a question as to the official to whom the Dean of Students is actually responsible. The Dean of Students should be made responsible to the Academic Dean, who coordinates the entire student personnel program. The Dean of Students, in addition to her duties in personal and social counselling, might well be assigned specific responsibilities for the direction of the social affairs of the College, of the housing of the students, and possibly of the health service. The heads of the halls would assist this officer and be responsible to her in affairs concerning the housing of the students. The college nurse in charge of the Infirmary could be made directly responsible to the Dean of Students, as general supervisor of the health service. Such an arrangement should enable the staff members concerned to develop an integrated program of health and housing for the College.

The College lacks a clear statement of the policies under which the personnel program should operate. The survey staff recommends that a faculty committee be appointed to formulate a set of policies for the guidance of the Academic Dean and the staff in the conduct of a comprehensive program of student personnel services. These policies should be submitted to the faculty as a whole for approval and adoption.

Business Administration

As pointed out in the preceding discussion of the Board of Trustees, the business management of the College is largely in the hands of the Assistant Treasurer of the Board. Purchasing of supplies for the academic purposes is accomplished by the individual needing the supplies, sometimes in consultation with the President or by an order sent to the President. The Dietitian purchases supplies for the dining room. The Librarian purchases books for the library. Janitorial supplies are purchased both by the Superintendent of Buildings and Grounds and by the heads of the dormitories. The Superintendent of Buildings and Grounds, responsible to the President, has charge of the maintenance of the physical plant.

The chief criticisms of the present arrangement from an administrative point of view are: (1) the assignment of certain business functions to an officer of the Board of Trustees (the Assistant Treasurer) who is independent of the President of the College; and (2) the extreme decentralization in the management of business affairs. Recommendations that have been made previously in this chapter and in the preceding chapter were designed to correct the situation by organizing the business affairs under a business manager responsible directly to the President of the College, and by centralizing the control over the details of all business affairs in the business office. The Business Manager, whose appointment has been recommended, with his staff, should assist the President in the preparation of the budget, should be the central purchasing officer for the College, should collect all money due the College and pay all bills, and should keep

accounts for the control of the budget and of all funds under the jurisdiction of the Board of Trustees. The Superintendent of Buildings and Grounds should be responsible to the Business Manager.

Public Relations

A function of growing importance in educational work is that of representing the institution to the public through personal contact, periodical advertising, public appearances of staff members, and miscellaneous printed material. In a privately controlled college of the type of Frances Shimer this is a particularly important function, since the tone set through whatever mediums are employed will have a large influence upon the reputation enjoyed by the College.

This phase of the work at Frances Shimer has been carried on largely through the President's office. The College catalog for 1944-45 lists representatives in St. Louis, Mt. Carroll, and Milwaukee, with an office in Chicago. These representatives make contact with prospective students in their respective areas. National advertising is placed through the N. W. Ayer Company. Recently an individual has been engaged to maintain the alumnae records. The survey staff wishes to point out the importance of this latter phase of the work. In many respects the alumnae of an institution may be one of its greatest assets and a carefully conceived program designed to develop an organized and interested alumnae group should not be overlooked.

The preparation of printed material for public distribution should also be located in a central office. This would include the college catalog, brochures concerning the various phases of the College, the alumni publications, etc. The preparation of these documents under one person following an adopted policy will insure that

each of the publications will contain material consistent with the general policies of the College and that duplication of effort will be eliminated. As noted in a previous chapter, the survey staff is very favorably impressed with the quality of the publications that have been issued from the College in recent years.

At present the coordination of the public relations and the direction of the alumnae program are lodged in the President's office. In the opinion of the survey staff, as this phase of the work is developed, it would be wise to add a competent person to the staff who, under the direction of the President, would be responsible for the coordination of the work. It is imperative that a clear statement of policy be developed for this area of responsibility and that it be adopted by the Board of Trustees. The survey staff recommends the development of a unified program of alumnae and public relations under the direction of a competent person.

The survey staff gained the impression that the curriculum of Frances Shimer College is based on a liberal arts ideal and that vocationalism is distinctly declared not to be one of the objectives of the College. If this is strictly the case, there would be little need for the development of a program of placement and follow-up services. Should the objectives of Frances Shimer ever be redefined to include the preparation for specific fields of employment (and the emphasis on the function of terminal education leads in this direction) the obligation would devolve upon the College to provide a placement service for its students. It is suggested that such a service could be included among the responsibilities of the public relations officer. It may prove advisable, however, to attach the placement office to

the student personnel services, in order that it may be conducted in close connection with the counselling services and the student records office.

Annual Reports

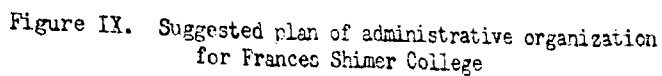
As a principle of good administration each officer of the College should be requested to submit a report of the activities of his office during the preceding year to the person to whom he is responsible. The survey staff was supplied with a copy of the report of the President, of the Registrar, and of the Dean of Students for 1939-40, of the Librarian for 1943-44, and of the Treasurer for 1942-43. These reports appeared to be adequate; in certain of the reports more attention should be given to an evaluation of the work and to the outlining of plans for the future. Each administrative officer should incorporate the reports of those responsible to him in his own report to the person to whom he is responsible. Thus, the reports reaching the President will include a statement from all departments of the College which the President may utilize in making his report to the Board of Trustees, presenting a picture of what the College has done, some evaluation of the progress made, and an outline of the plans being laid for the coming year. It is recommended that the plan be instituted of requiring annual reports from administrative officers of the College.

A Suggested Plan of Administrative Organization

In the foregoing pages the survey staff has tried to point out some of the administrative problems of the College and to suggest a plan for reorganizing the internal administration which should result in more effective and harmonious relationships. A chart is presented

herewith, Figure IV, based upon the recommendations of the survey staff, setting forth the suggested relationships. The solid lines of the chart indicate lines of authority and responsibility while the broken lines represent advisory relationships. The survey staff would like to emphasize that the plan is suggestive, based upon its limited observation of the program. It is recommended that, once the aims and objectives of the College have been determined, attention be directed toward the problem of developing detailed charts of organization and lists of duties of each of the members of the staff, including the teaching members, in order that the aims and objectives may be most effectively achieved.

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY



Chapter IX

PHYSICAL PLANT

The plant of Frances Shimer College is located on a commanding elevation between the railroad station and the business section of Mount Carroll. The campus is spacious and provides ample room, both for the necessary buildings for the academic program and the residence halls, and for the physical education activities, including the gymnasium, tennis courts, and a nine-hole golf course.

The College has unusually good facilities for physical education. The gymnasium is modern and provides an excellent playing floor and a standard swimming pool. The new outdoor tennis courts are an effective addition to the equipment of the College. In addition to the nine-hole golf course on the College campus, another nine-hole course is located within a short distance. The Glengarry Farm Stables, which provide facilities for instruction in horseback-riding, are operated for the benefit of the College through a special arrangement. These facilities add up to about as complete a set of equipment for physical education as can be found in any modern college for women.

One of the most attractive parts of the College plant is the home of the President. This is conveniently located near the main entrance to the campus, and provides facilities for the entertainment of guests who visit the College. The facilities of this home, and its gracious administration by the hostess-wife of the President, add much to the charm of life on the College campus.

The library building is one of the most inviting features of

the academic plant. Comment has been made in an earlier chapter on the excellence of the housing provided for the library.

The administrative offices of the College are conveniently grouped in Metcalf Hall. The space is somewhat crowded in the business office and the Registrar's office, but otherwise the administrative offices are adequately housed.

A separate building provides for the instruction in music. This building is well adapted to its purpose and is adequate for the instructional program now carried on by the Music Department. One of the music studies is especially attractive, although the other rooms in the building scarcely are up to the same standard. Perhaps something might be done to improve the general attractiveness of the other rooms in the music building.

Sufficient space is provided for classroom and laboratory purposes. An analysis of the use of classroom and laboratory space as of November, 1942, indicates that the seven principal classrooms are utilized during only 47 per cent of the 35-period weekly schedule. The five science laboratories are utilized only 33 per cent of the 35 periods in the week. It should be noted that a 35-period week is relatively short; many institutions operate on the basis of a 44-period week, and during recent years the University of Chicago has operated on a 60-period week. An examination of the occupancy of the rooms during the periods they were utilized showed much opportunity for the accommodation of larger student groups in classes.

The conclusion from the study of the utilization of classrooms and laboratories is that the College has sufficient academic classroom and laboratory space to care for the needs of a much larger

student body than is at present enrolled. The survey staff does not see any imperative need for the construction of an additional building for academic purposes until the enrolment becomes considerably larger than it has ever before been in the history of the College. Any apparent crowding could be relieved by the use of more periods in the weekly schedule and by more nearly complete utilization of the seating when the classrooms are in use.

Only a general inspection was made of the science laboratories. They seem to be well equipped for science instruction at the junior-college level.

The classroom space is of reasonably satisfactory quality. Some of the recitation rooms are seated with windows on the right of the students. Many of the classrooms seem unattractive. Particularly the home economics rooms, which normally would be expected to be among the brightest and most cheerful rooms on the campus, seemed dreary and forlorn. It is recommended that attention be given to an improvement in the general attractiveness of the classrooms, and especially the home economics rooms. It is further recommended that wherever possible the seating of classrooms be changed so as to provide left-hand lighting.

The blackboards in the classrooms are all of composition material and are now rather badly worn. As soon as conditions permit, it would be advisable to replace the composition blackboards by slate or glass. This will do much to improve the appearance of the classrooms and will provide a much better blackboard surface than the old composition boards.

An important lack in the plant facilities is office space for faculty members. Although many of the instructors live in the dormitories, their living quarters do not serve the need for office space. As it becomes increasingly the policy to encourage faculty members to live off the campus, the need for suitable office facilities becomes more acute. The standard should be an individual office room for each faculty member, although arrangements can often be made for reasonably satisfactory accommodations with two instructors housed in a single office room.

The health service is housed in a separate building known as the Infirmary. It provides ten hospital beds, grouped into two wards, a combined nurse's office, dispensary, and first-aid room, and living quarters for the nurse and a student assistant. No isolation ward is available. The College is fortunate to have the Infirmary set up in a separate building, but the facilities lack much of being adequate, especially in view of the fact that the nearest equipped hospital is ten miles distant. The improvements needed to modernize and complete the Infirmary unit would be relatively minor, and need not be considered as a major part of the plant needs of the College.

The dormitories range all the way from modern buildings with excellent accommodations to some older structures which are in need of modernization. It is recommended that a program of modernization of the older dormitories be undertaken as soon as the necessary materials and labor can be obtained.

The dormitory space has been used to its maximum capacity for this past year or two, and the limits of available dormitory space now prevent the accommodation of any increase in enrollment. As is

pointed out elsewhere in this report, the survey staff is of the opinion that a greater service could be rendered the constituency and a higher level of operating efficiency could be obtained if the enrolment at Frances Shimer were considerably larger than it is at present. Only a small part of this increased enrolment can be expected from day students. Further increases in enrolment must be accompanied by the provision of additional housing facilities. It is recommended that the authorities of the College make a careful study of the probable trend of applications from qualified students, and that additional dormitory space be constructed, as soon as conditions permit and funds are available, to accomodate the increased enrolment that seems likely to be attracted to the College.

In one of the dormitories considerable fire hazard exists because of the absence of properly located fire escapes. Plans are under way for the construction of an inside fire escape in this dormitory. These plans are commendable and should be carried out at the earliest possible moment.

Throughout the entire plant certain temporary fire hazards exist because of the accumulations of inflammable rubbish. Many of these spots were pointed out to the officials of the College at the time of the survey visit. It is recommended that careful attention be given to the removal of unnecessary fire hazards occasioned by the accumulation of inflammable rubbish in basements, in closets under stairways, and in other places where the start of a conflagration is invited. It is not enough to remove these accumulations once, for plant employees, not generally realizing the danger of fire, are apt to allow rubbish and other sources of fire hazard to accumulate.

periodic inspections, as well as the continual warning of employees against such conditions, are necessary if the unnecessary fire hazards are to be avoided.

Except for the rubbish accumulations, the standards of plant operation and maintenance, as observed at the time of the survey visit, were good. The housekeeping seems to be above the average, and while some maintenance problems have appeared, especially with reference to sewage disposal, these are not attributable to neglect on the part of the College staff.

One facility which the College lacks is a suitable auditorium. The room now used for that purpose in Metcalf Hall is badly located and is inadequate for general auditorium requirements. The gymnasium can be converted into an auditorium on important occasions, but it is expensive to set up and take down the auditorium seating, and the students are deprived of the use of the gymnasium while it is seated as an auditorium. An auditorium building, which would provide space for instruction in speech and dramatics, and also a recital hall for the Music Department, and possibly space for the work in art, would add greatly to the equipment of the College. It is recommended that as a part of the future building program funds be sought for an auditorium building.

The major improvements that have been recommended in the plant of Frances Shimer College may be summarized as follows: (1) the modernization of dormitory space that is not now up to a suitable standard; (2) the addition of new dormitory space, the amount to be determined by a careful study of the probable demands for student registration; (3) an auditorium building, with facilities for instruction in speech, dramatics and art, as well as recital facilities for the Music Department.

Chapter I

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

The basic impression of the survey staff regarding Frances Shimer College is that it is on the whole a sound institution, a going concern with adequate vitality and opportunity for future development. Plenty of problems are pressing for solution and naturally the emphasis in this survey report has been on the matters in which some change seems to be needed, rather than on the many points of excellence on which the College needs to be advised only to continue its present policies and procedures. The most important steps recommended by the survey staff may be briefly summarized in this concluding chapter, without the supporting evidence that accompanies the treatment of these problems in the earlier chapters of the survey report.

The first obligation of the institution should be the determination of its aims and objectives. Certain principles concerning the purposes of the College have been expressed in various places, especially in the catalog of the College, but it appears that the aims have never been brought together into a single statement which is well understood by the faculty, the administrative staff, and the Board of Trustees as an authoritative declaration for the guidance of the policies and procedures of the institution. Without such a statement the activities of the numerous staff members, whose efforts ought to be coordinated toward the achievement of a single set of goals, are certain to be less effective than they might be.

The College is now operating at the upper limit of its capacity, as determined by dormitory facilities. This limit, however,

is far below the point at which an efficient operating unit can be maintained. The plans of the Board of Trustees and the College staff should look forward to a unit of two or three times the present enrollment. This increase would still allow all the advantages that mere "smallness" is supposed to bring, and at the same time it would allow the College to provide more nearly a dollar's worth of education for each dollar of its income. A part of the increased enrollment might be obtained from students within commuting distance of the College, but most of the increase will have to wait the development of more extensive dormitory facilities.

The maintenance of a single-sex institution in this location presents unusual problems. The survey staff has not attempted to solve this problem because at the moment it is not pressing. Even if the decision were made to operate a co-educational institution, a few men students could be admitted only by denying admission to qualified women students. It is wise, however, for the College authorities to be giving consideration to this problem, even though a decision about a change in the traditional policy can be postponed until circumstances are more compelling than they are at present.

One direction in which the College might extend its usefulness is through the cultivation of its normal Baptist constituency. The church constituency at present furnishes only a handful of students for the College. A closer relationship with the constituency is indicated not only for the benefit the College might obtain, but also for the opportunities that would be afforded to the young people of the affiliated denomination.

Frances Shimer is attempting to operate as a four-year junior

college; the survey staff is in hearty sympathy with this general plan of organization, but fails to find evidence that the College is obtaining the benefits that it should from the plan. As carried out at Frances Shimer, the integration between the Lower and Upper Divisions is not effective. The courses offered at the two levels overlap considerably, and the arrangement does not obtain the economy of instructional progress that is possible. The curriculum is arranged to encourage students to transfer to other institutions at any point, especially at the end of the Lower Division (12th grade or high school graduation). Only an occasional student who completes the 12th grade at Frances Shimer ever goes on for Upper Division work in the institution. The facts are that both with respect to curriculum organization and the continuity of students Frances Shimer does not have a true four-year college; rather it has a series of two-year units. The Preparatory School adds still further confusion, for it is not effectively integrated with the Lower Division of the College -- in fact these two units are deliberately separated in the organization. The survey staff has made several recommendations for a better integration of the curriculum in order that the benefits of the four-year junior college organization may be realized. The suggestions include the discontinuance of the Preparatory School (9th and 10th grades) and the introduction of a curriculum organization of the divisional type, arranged vertically according to subject-matter areas rather than horizontally according to grade levels. Whether or not Frances Shimer College will ever be able to hold its students for more than two years while it remains a single-sex institution is questionable.

The administrative organization of the College needs clarifi-

cation. The recent appointment of an academic dean is an important step in the right direction. Similar attention to reorganization is needed in the fields of the faculty, the student personnel service, and the business management. The survey staff has presented a complete plan for an administrative organization toward which the College might move as opportunity permits.

Throughout this survey report the verb "recommend" has been used sparingly and cautiously. Where used, it is intended always to express the deliberate conviction of the survey staff not only that the problem is one about which something should be done but that the change suggested is feasible and should be attempted. Many of the recommendations naturally related to small details, though some of them treat the major questions that have been discussed already in this summary. For the purpose of ready reference the various recommendations that are made through the survey report are recapitulated here in order of their appearance in the preceding chapters. The supporting evidence for each recommendation will be found in the chapter where it is originally presented.

1. It is recommended that a vigorous policy be pursued of cultivating the Baptist constituency with which the College is affiliated, to the end that the College may serve a considerably larger number of young people from the denomination than it does at present. (Chapter I)

2. It is recommended that, after a thorough study on the part of the administrative staff and a faculty committee, a statement of aims and purposes for the College be drafted, adopted by the entire faculty, and submitted to the Board of Trustees. When found satis-

factory it should be adopted by the Board and vigorously enunciated.

(Chapter I)

3. The survey staff recommends that increased efforts be made to attract day students from within commuting distance of the College.

(Chapter I)

4. It is recommended that the statement of aims of the College indicate clearly the extent to which the needs of students for vocational training are to be served. (Chapter II)

5. The survey staff recommends that the Preparatory School be discontinued. (Chapter II)

6. It is recommended that the courses required for graduation be materially increased in number, in the interests of insuring more nearly complete coverage of the field of general education. (Chapter II)

7. It is recommended that the survey-course plan be extended to the fields in which it is not now applied. (Chapter II)

8. The survey staff recommends a change in the arrangement of the curriculum from a horizontal to a vertical organization, with one four-year unit covering grades eleven to fourteen, instead of two units of two years each. The present fields of study might be combined into five divisions. Each division would work out its offerings for the whole four-year unit with no regard for a break between the twelfth and thirteenth years. (Chapter II)

9. It is recommended that the plan of organization for curriculum construction and revision be changed to bring more instructional staff members into the work and to provide better representation of the various fields of study than is now provided in the agency that controls the curriculum. The final responsibility for the approval

of curriculum changes should rest with the faculty of the college.
(Chapter II)

10. It is recommended that procedure for changing the marks recorded for students in their courses be so arranged that the likelihood of error and the possibility of changes under pressure will be practically eliminated. (Chapter II)

11. It is recommended that the faculty and administrative staff develop plans to lay greater emphasis on student scholarship, so that students may be encouraged to achieve up to the level of their ability. (Chapter II)

12. It is recommended that plans be worked out whereby the College may assist and encourage its faculty members to extend their preparation and to complete requirements for advanced degrees. (Chapter III)

13. It is recommended that systematic encouragement be given the present faculty members to write for publication and to take an active part in learned societies. It is further recommended that in the selection of new faculty members some consideration be given to scholarly interests and activities, as reflected in plans for publication and connection with learned societies. (Chapter III)

14. It is recommended that those few faculty members who are deficient in professional preparation for teaching be given encouragement to obtain suitable education for this purpose, and that in the recruiting of new teachers due attention be given to the professional training of the applicants. (Chapter III)

15. The survey staff recommends that an institutional study of committees be conducted for the purpose of consolidating existing

committees which are dealing with similar matters, and discontinuing those committees for which there is no apparent need. (Chapter III)

16. It is recommended that faculty contracts be issued not later than six months before the opening of college in the autumn. (Chapter III)

17. It is recommended that a policy of long-term appointments be worked out for faculty members; those who are considered permanent members of the staff should be given continuing contracts that do not require annual renewal. (Chapter III)

18. It is recommended that steps be taken to reduce the number of small classes. (Chapter III)

19. The survey staff recommends that as new appointments are made to the faculty the policy be followed of increasing the proportion of men on the staff. (Chapter III)

20. It is recommended that more definite arrangement be made for the induction of young instructors and that greater attention be given to the cultivation of an understanding of instructional purposes and duties for all members of the faculty. (Chapter III)

21. It is recommended that more aids to growth of faculty be developed and more instructors be encouraged to make use of the aids that are provided. (Chapter III)

22. It is recommended that the planning of arrangements for faculty retirement allowances and insurance provisions be pushed vigorously. (Chapter III)

23. It is recommended that the Board of Trustees consider the development of a faculty housing project, to be undertaken as soon as conditions permit. (Chapter III)

24. It is recommended that a plan for staffing the institution be adopted whereby the instructional program can be carried with fewer staff members and the salaries of staff members can be adjusted upward. Specific calculations showing how this may be accomplished are given in the body of the survey report. (Chapter III)

25. It is recommended that the staff of the Music Department introduce a record system which will indicate the level of advancement of the studies in music completed by students. (Chapter IV)

26. The survey staff recommends that a careful evaluation and appraisal be made of the class method of teaching applied music other than voice. Unless there is clear evidence to the contrary, serious consideration should be given to a return to the two thirty-minute private lessons system of teaching applied music other than voice. (Chapter IV)

27. It is recommended that study be given to the question of providing a more suitable office and workroom space for the Librarian than is at present available in the library building. (Chapter V)

28. It is recommended that the Librarian and the faculty give attention to the distribution of the library book collection among the various fields, in an endeavor to build up the holdings in the subjects in which they are now relatively weak. (Chapter V)

29. It is recommended that the faculty and administrative staff give careful study to the use made of back files of periodicals in the library, and that only those journals be bound and preserved that are likely to be used. (Chapter V)

30. It is recommended that as soon as practicable a complete reclassification and recataloguing of the books in the library be

undertaken. (Chapter V)

31. It is recommended that as rapidly as possible the old handwritten and typewritten cards in the library catalog be replaced by printed cards. (Chapter V)

32. It is recommended that increased funds be allotted for the purchase of library books and periodicals, to the end that the library collection may be strengthened and improved. (Chapter V)

33. It is recommended that the policy be continued of setting up a definite amount in the budget for the purchase of library books and periodicals during the fiscal year, and that the amount be justified by an analysis of the needs of the departments and of the general reference collection of the library. (Chapter V)

34. It is recommended that the practice of not allowing field representatives to award scholarships be continued, and that the assignment of scholarships continue to be placed exclusively in the hands of the academic officials of the College. (Chapter VI)

35. It is recommended that qualitative standards for the admission of students be introduced. For example, students whose previous academic record places them in the lower fourth of their high-school class might well be denied admission. (Chapter VI)

36. It is recommended that all student records be kept in a fire-proof cabinet. (Chapter VI)

37. It is recommended that the old student records be reworked and revised in modern academic terminology, or that the Registrar, the only person who can interpret these records, write out explicit directions for their interpretation. (Chapter VI)

38. It is recommended that the student personnel service

THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE

program be coordinated under the direction of the Academic Dean.

(Chapter VI)

39. It is recommended that a faculty committee be created and assigned full responsibility for taking action on all serious disciplinary cases; the actions of this committee should be final, except for an appeal to the President. (Chapter VI)

40. It is recommended that the student records be centralized, and faculty and administrative officers encouraged to make full use of them. (Chapter VI)

41. It is recommended that the vocational guidance program be publicized and extended to include service to Upper Division students. (Chapter VI)

42. It is recommended that a careful check be maintained over the extra-curriculum activities of individual students, to avoid overparticipation on the part of a few. (Chapter VI)

43. The survey staff recommends that the College give a more definite place to the chapel services of worship. (Chapter VI)

44. It is recommended that definite efforts be made to improve the opportunities for religious life at Frances Shimer. (Chapter VI)

45. It is recommended that funds be sought for special scholarships for the aid of needy and worthy young women who would like to attend Frances Shimer College. (Chapter VI)

46. It is recommended that annual physical examinations be required of all students by a physician employed by the College. (Chapter VI)

47. The survey staff recommends that, as soon as suitable

arrangements can be made, a college physician be employed. (Chapter VI)

48. It is recommended that the nurse keep individual student health records in duplicate, so that one copy may be kept in the general student file and used for non-medical consultative purposes. (Chapter VI)

49. It is recommended that all employees engaged in food service be required to have physical examinations at least annually. (Chapter VI)

50. It is recommended that consideration be given to setting up a faculty committee to enforce disciplinary regulations at the Preparatory School level if the preparatory unit is continued, and that the present Student-Faculty Council be organized as a student council, with one faculty adviser. (Chapter VI)

51. It is recommended that the budgetary procedure of the College be changed to conform with accepted practices. (Chapter VII)

52. It is recommended that the accounting system be revised to provide an effective control over the budget. (Chapter VII)

53. It is recommended that the financial accounting be simplified by eliminating unnecessary records, such as the student accounts for those who pay at the time of registration, and the accounts payable records for bills and invoices that are to be paid early in the month. (Chapter VII)

54. It is recommended that the dormitories be set up as a separate item in the financial accounts. (Chapter VII)

55. It is recommended that the financial reports separate sharply the expenditures for educational purposes from those for

auxiliary activities, and that the reports carry statements showing the income and expenditures attributable to each auxiliary activity. (Chapter VII)

56. It is recommended that plans be worked out whereby all purchasing may be centered in a single office. (Chapter VII)

57. It is recommended that the business office be organized by arranging for the services of a full-time business manager, who will have charge of purchasing, budget control, and other details of management usually assigned to the business office of a college. (Chapter VII)

58. It is recommended that the section of the accounts now designated as "Endowment Funds" be changed to "Endowment and other Non-expendable Funds," with sub-sections for "Endowment" and for "Annuities." (Chapter VII)

59. It is recommended that a separate account be set up with each annuity contract, so that the cost of carrying each contract may be ascertained as nearly as possible when the contract finally matures. (Chapter VII)

60. It is recommended that the Board of Trustees adopt a rule to the effect that funds proffered on an annuity basis will be accepted only on a basis of a living-trust agreement. (Chapter VII)

61. The survey staff recommends that after the retirement of the present incumbent, the office of Vice-President of the College be not filled as long as an academic dean is provided in the organization. (Chapter VIII)

62. The survey staff recommends a reallocation of fiscal duties now assigned to officers of the Board of Trustees, and the

appointment of an administrative officer responsible to the President of the College to handle the fiscal affairs of the institution. (Chapter VIII)

63. The survey staff recommends that the provisions in the by-laws, by which the approval of the minutes of standing committees constitute approval of all actions therein recorded, be eliminated, and that all Board committees be required to make recommendations to the entire Board for consideration and approval. (Chapter VIII)

64. It is recommended that only two standing committees of the Board be maintained, the Committee on Finance and Investment and an executive committee. (Chapter VIII)

65. The survey staff recommends that authority for curriculum matters be placed in the hands of the faculty, which should be an organized body under the leadership of the Academic Dean. (Chapter VIII)

66. The survey staff recommends that the role of faculty committees in the administration of Frances Shimer College be critically reviewed and revised in the direction of having fewer standing committees, and of constituting the committees as advisory rather than executive agencies. (Chapter VIII)

67. The survey staff recommends that the Director of the Lower Division be made administratively responsible to the Academic Dean, in order that the programs of the Lower and Upper Divisions may be integrated to the fullest possible extent. (Chapter VIII)

68. The survey staff recommends that a temporary faculty committee be appointed to formulate a set of policies for the guidance of the Academic Dean and the staff in the conduct of a comprehensive

program of student personnel services. (Chapter VIII)

69. The survey staff recommends the development of a unified program of alumnae and public relations under the direction of a competent person. (Chapter VIII)

70. It is recommended that the plan be instituted of requiring annual reports from the administrative officers of the College. (Chapter VIII)

71. It is recommended that, once the aims and objectives of the College have been determined, attention be directed toward the problem of developing detailed charts of organization and lists of duties of each of the members of the staff. (Chapter VIII)

72. It is recommended that attention be given to an improvement in the general attractiveness of the classrooms, and especially the home economics room. (Chapter IX)

73. It is recommended that wherever possible the seating of classrooms be changed so as to provide left-hand lighting. (Chapter IX)

74. It is recommended that a program of modernization of the older dormitories be undertaken as soon as the necessary materials and labor can be obtained.

75. It is recommended that the authorities of the College make a careful study of the problem of trend of applications from qualified students, and that additional dormitory space be constructed, as soon as conditions permit and funds are available, to accommodate the increased enrolment that seems likely to be attracted to the College. (Chapter IX)

76. It is recommended that careful attention be given to the removal of unnecessary fire hazards occasioned by the accumulation of inflammable rubbish at various points in buildings. (Chapter IX)

77. It is recommended that, as part of the future building program, funds be sought for an auditorium building. (Chapter IX)

**THE UNIVERSITY OF CHICAGO LIBRARY
FOR READING & EDUCATIONAL USE ONLY**